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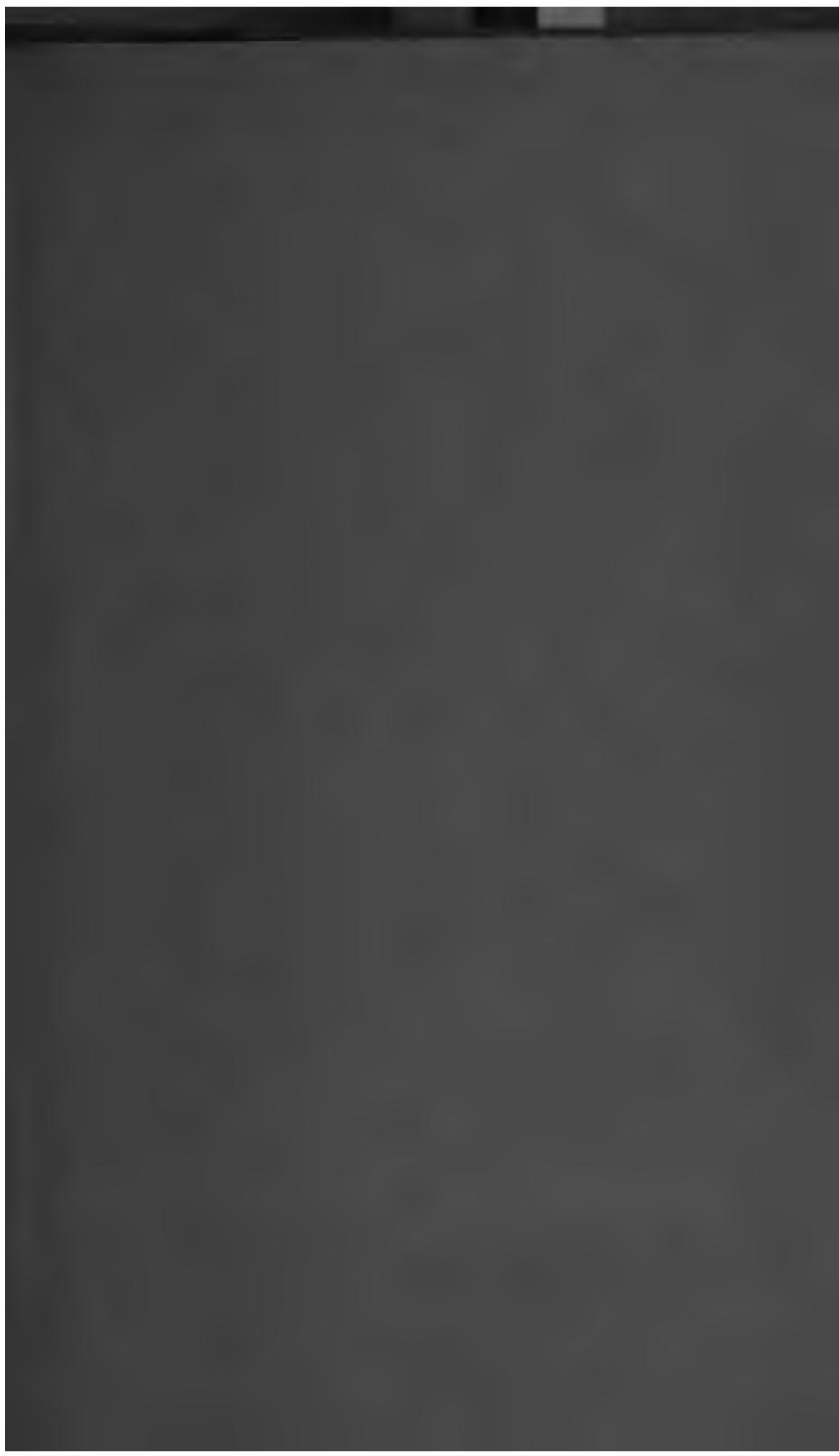
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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF DEDHAM



1898-99.

DEDHAM, MASS.,
J. F. REILLY, PRINTER,
1899.

JOY WOOD
JULIA

ANNUAL REPORT

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SCHOOL COMMITTEE

OF THE

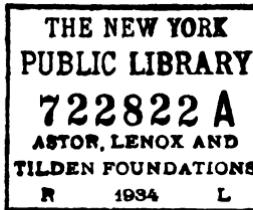
TOWN OF DEDHAM



1898-99.

— — —

DEDHAM, MASS.,
J. F. REILLY, PRINTER,
1899.



2909 W 3rd
Austin
Texas

SCHOOL COMMITTEE.

HON. FREDERICK D. ELY, *Chairman.*

Members:

Francis L. Babcock	.	.	.	.	.	1896-99.
Frederick D. Ely	.	.	.	.	.	1896-99.
Frederick B. Kingsbury	.	.	.	.	.	1897-00.
Andrew H. Hodgdon	.	.	.	.	.	1897-00.
Preston R. Mansfield	.	.	.	.	.	1898-01.
Julius H. Tuttle	.	.	.	.	.	1898-01.

RODERICK W. HINE, *Secretary and Superintendent.*

Committees:

- Text-Books and Course of Study. Dr. Hodgdon, Mr. Tuttle,
Mr. Kingsbury.
Schoolhouses and Supplies. Mr. Kingsbury, Dr. Babcock,
Mr. Mansfield.
Finance, Accounts and Claims. Mr. Tuttle, Judge Ely, Mr.
Kingsbury.
Music and Drawing. Mr. Tuttle, Dr. Babcock.
Truancy and Evening Schools. Judge Ely, Mr. Kingsbury.
Physical and Manual Training. Mr. Tuttle, Dr. Hodgdon, Dr.
Babcock.
Sewing. Mr. Tuttle, Dr. Babcock.
High School. Judge Ely, Dr. Hodgdon, Mr. Kingsbury, Mr.
Tuttle.
- DET #1

Ames School. Dr. Hodgdon, Mr. Tuttle, Dr. Babcock, Mr. Mansfield.
Avery School. Judge Ely, Dr. Babcock, Mr. Kingsbury.
Oakdale " Mr. Kingsbury, Dr. Babcock, Mr. Mansfield.
Quincy " Dr. Hodgdon, Dr. Babcock, Mr. Mansfield.
Dexter " Mr. Tuttle, Dr. Hodgdon.
Riverdale " Mr. Tuttle, Mr. Mansfield.
Endicott " Mr. Kingsbury, Mr. Tuttle.

REPORT OF THE SCHOOL COMMITTEE.

FOR THE YEAR ENDING JANUARY 31, 1899.

To the Inhabitants of the Town of Dedham:

THE School Committee have the honor to make the following report :—

The Committee met for organization on the — day of March, 1898. Frederick D. Ely was elected Chairman, and Roderick W. Hine, Secretary. The several standing and local committees were elected. In June last Mr. Hine was again elected Superintendent of Schools.

CHANGES IN THE CORPS OF TEACHERS.

The loss of three teachers of long experience and tried ability by the High School caused serious apprehensions in the minds of the Committee. The first assistant, Miss Carrie A. Carroll, resigned to become the wife of the Principal of the school. Miss Carroll began her service as a teacher in the High School in September, 1885. She came to the school thoroughly prepared for her work, and during all her years of teaching she was a diligent student as well as teacher. Consequently her work was thorough, progressive and satisfactory.

Miss Marion J. Wendell came to the school as third assistant in September, 1893. She is a graduate of Boston University and a strong and efficient teacher. After five years' service in the school she asked a leave of absence for one year without pay, to travel and study in Europe, and it was granted by the Committee.

Miss Isabel O. Nutter became a teacher in the school in September, 1895, and resigned in August last. She was an excellent scholar and teacher and a strong disciplinarian, controlling the pupils under her charge apparently without effort.

By unusual good fortune the Committee filled two of these vacancies by the election of two graduates of our High School, Mr. Marshall Wentworth and Miss Christine T. Mansfield. Mr. Wentworth is a graduate of Harvard College and had had four years' experience in teaching, of which the last two were in the High School of the Town of Winchester, Massachusetts. Miss Mansfield is a graduate of Smith College and has taught two years in the High School of the Town of Belmont. During the year last preceding her election she was a post-graduate student in Radcliffe College. These teachers are doing excellent work.

It will be observed that both had had experience as teachers before their election in Dedham. This leads the Committee to say that they believe that the time has come when inexperienced teachers should not be entrusted with schools in Dedham, and that hereafter applicants for schools must not only be graduates of a college or have been trained in a normal school, but must have had at least one year's experience as a teacher.

In the Ames School Miss Myra J. Perry, the Principal's assistant, resigned in June. After much doubt and hesitation, the Committee determined to carry on this school without a principal's assistant, but it was found that with this diminution of the teaching force the efficiency of the school could not be maintained, although the Principal, Mr. Swan, devoted not only his days but nearly every evening to the work. Guided by this experience, the Committee unanimously voted to employ such an assistant, and, on January 1, 1899, Marion N. Darling, herein-after mentioned, was appointed. Going back to March, 1898, Adelaide D. Billings resigned to accept a position in a public school in Cambridge, and Clara C. Howland was transferred from the Avery School to fill this vacancy. At the beginning of the year the large number of seventh grade pupils made it necessary to open a second room for that grade. Miss Darling, before mentioned, was elected as teacher in this room. She is a graduate of the Bridgewater Normal School, three years' course, and had taught one year at Amherst, Massachusetts. The year previous to her election she was a student in the Boston Normal

Art School. When Miss Darling was promoted to Master's Assistant, Barbara E. Vogler was elected to fill this vacancy. Miss Vogler is a graduate of the Bridgewater Normal School and has taught in Franklin and Braintree in this County. In the Avery School, when Miss Howland was transferred to the Ames School, Marion H. Garfield was elected to fill the vacancy. Miss Garfield is a graduate of the Bridgewater Normal School, four years' course, and has taught since her graduation in Peabody, Massachusetts.

In June Maud J. Bray, fifth grade, resigned to accept a position at her home in Taunton, and Martha I. Shaw was elected to fill the vacancy. Miss Shaw is a graduate of the New Britain Normal School and had taught two years before her election. It having become necessary to open a second room for fifth grade pupils, Helen S. Merritt was transferred from the Oakdale School as the teacher in this new room.

In the Riverdale School, Fannie L. Abbott resigned in April last on account of ill health. Mr. Charles F. Holden, who is a graduate of Dartmouth College, taught this school until June, when he resigned to accept a position as teacher in the Worcester Polytechnic School. Mary C. Hannon, a graduate of the Dedham High School and of the Boston Normal School, was elected to fill this vacancy.

Joseph A. Frizzell, the teacher of sloyd, resigned in August. William W. Locke, a graduate of the Worcester Polytechnic School and a teacher of several years' experience, was elected to fill this vacancy.

This record merits congratulation and satisfaction. The policy, recommended by the School Committee and adopted by the Town, of paying decent, but by no means extravagant, compensation to teachers, and keeping pace with leading towns in our vicinity, has borne and is bearing good fruit. The resignations, with few exceptions, have been for causes other than salary. The vacancies have been filled (not always easily, to be sure,) by teachers of the highest training and education and of considerable experience. The new teachers, who have been

selected by the Superintendent, whose trained judgment of the qualifications and capabilities of teachers is not easily deceived, have proved worthy and efficient. The Committee hope that the present standard of compensation will be sufficient to keep our schools abreast, as they now are, of the best schools in the Commonwealth for some years to come, but they do not venture to foretell the future. The qualifications required of teachers in Dedham have largely increased in the recent past, and are still increasing. These qualifications are scarcely inferior to those which in other learned professions command incomes much in excess of teachers' salaries. And although the profession of a teacher has its compensations not common to the other professions for smaller rewards in money, yet money is with most men the leading inducement to intellectual or physical labor, and it is natural to expect that teachers will more and more demand and receive money commensurate to the highly skilled labor of their calling.

CONDITION OF THE SCHOOLS.

The last year has been one of progress. No new methods or schemes of work have been undertaken, but the lines laid down in late reports have been extended. The effort to bring the higher Grammar School grades into union and harmonious and helpful relations with the High School work, to the end that the Grammar Schools may do a part of the work heretofore done by the High School, and thereby give time and opportunity, in the High School, for a review of, and possibly an advance in, the fundamental and important Grammar School branches, is bearing some good and valuable fruit. The Committee have not ventured in recent reports to recommend the adoption of additional branches of study. But they have not overlooked the value of kindergarten for the younger children, or of stenography, typewriting, cooking and more advanced sloyd for older pupils. These find their best recommendation in the action of leading towns and cities of Massachusetts. In the opinion of the Committee it would be best for the citizens of Dedham to give them serious consideration.

It may not, however, be inopportune, even at the expense of repetition, to say that it is impracticable with the present number of teachers to do additional work. Even with the number of branches now taught, the increasing number of pupils requires additional teachers. New branches demand still other teachers, and courses of study novel to our schools will require teachers peculiarly trained to teach these studies. It is the duty of the School Committee, a duty borne by them with the utmost cheerfulness, to maintain in the schools the highest standard of excellence, but it is the duty of the Town to inform the Committee what additional courses of study, if any, it is desirable to introduce, and when so informed, the Committee and the Superintendent of Schools will take up the new work with alacrity and zeal.

Possibly our citizens, engrossed by the cares of business, do not often direct their thoughts to the demands made upon our public schools. These schools are expected to provide the foundation of what may be termed an ideal education, and at the same time furnish instruction that will, as far as possible, fit pupils to enter upon the activities of the world at an age not exceeding sixteen years. These functions are divergent in operation because their objects and aims are not the same. The one needs no definition. It is a practical preparation for the homely, every-day duties of life. It is rough and imperfect, but at the same time gigantic in its commanding power and influence. It has in the largest measure made this country what it is. The dignity, and even statesmanship, of the country in time of peace, and its prowess in war abide in the common people, graduates of the common schools of the several States. Teachers who would be blameless must be untiring and sleepless in their devotion to this function of the schools.

The other function is preparation for entrance to some university. In the exercise of this function the public school is not a law unto itself, but must be in harmony with the purpose of university education. That purpose undoubtedly includes the practical education of the public school in largest and most useful

proportions, but it extends so far above and beyond it on every side that an entirely different preparation for it must be made.

Professor Walter Miller of Leland Stanford Junior University, in an address at its Seventh Annual Commencement, May 25, 1898, says: "Through all the growth and development of both the old and the new, the purpose of the university has been always the same: not for learning things, but for learning how to learn things; not for cramming the memory with facts and dates, but for teaching how to observe facts and to cultivate a sense of their relativity and the spirit of criticism; not merely for enriching the understanding, but for the creation of a new life, the awakening of a higher, nobler, truly scientific spirit, the culture and development of the thinking mind."

To make this lofty conception a reality, the American universities emulate each other with untiring zeal. Hence the conditions of admission to them are made harder year by year. To lay the foundation for this university education the work of the preparatory school must be exact, accurate, broad, comprehensive. It must keep pace with the latest conclusions, and even moods, of educators. It must promptly respond to all heavier conditions for admission to college. Furthermore, our High School, like others in this vicinity, is obliged to fit pupils for at least four colleges for men, and three for women, and each differs more or less from the others in its conditions of admission. Professor Miller says, in the address before quoted from: "Those of our secondary schools whose avowed purpose is to fit their pupils for college, and that, too, for some particular college, are by far the most satisfactory in their results." Why? Because the course of study in such schools is accurately adjusted to answer the conditions of admission to one college. The path to be traversed is straight and perfectly defined. The goal is constantly in sight. The purpose is single, and yet broad enough to expand and enrich the minds of the children. As the lens of the burning glass, by converging the rays of the sun to a focus, produces an intense heat, so the thought and efforts of teachers, directed to and centred in a single purpose, develop in

pupils a strong and energizing mental progression otherwise unattainable.

These demands upon our public schools are satisfactorily met. But it will be readily appreciated that additional demands must be met by increased appropriations.

SCHOOL BUILDINGS.

The new Ames Schoolhouse was completed and dedicated in June last. The report of the Building Committee will be printed and distributed with this report. As a majority of the Building Committee are members of the School Committee, it is not becoming to commend the building. It has been occupied by the school since the beginning of September, and no adverse criticism of it has come to our knowledge. In the month of January last its heating and ventilation was thoroughly inspected by Mr. Joseph A. Moore, State Inspector of Public Buildings. A copy of his report, with the accompanying letter, is herewith printed. Mr. Moore has had large experience in these matters, and his reports are always conservative and reliable. It is very gratifying to receive from him a report so favorable to our new building. It was the intention of the Building Committee to erect a schoolhouse in all respects perfect, according to the best and latest standard, and one that would easily and inexpensively be kept in repair.

Three-fourths of the children in the public schools have now excellent school buildings. One-half of the others have satisfactory school buildings. This leaves to be mentioned the Oakdale Schoolhouse. It is not, and cannot be made, satisfactory. It can only be made to serve its present use by transferring a part of the Oakdale children to the Avery School. The rooms are small, the light is insufficient, the ventilation—there is no ventilation. In justice to the people of Oakdale a new schoolhouse should be erected there in the near future. Not only so, but it will soon become necessary to take some action to relieve the crowded condition of the Avery Schoolhouse. Either the

reading room must be used exclusively for school purposes, or an extension or enlargement of the building must be made, or a suitable building be erected in Oakdale to accommodate all the Oakdale children and many of those on the border line between the Oakdale and Avery Schools. Preliminary to the building of a new Oakdale Schoolhouse, it will be necessary to select a new location for it. The old lot is manifestly unfit, both in size and position. So far as the Committee are informed, everybody is opposed to placing the new building on the old lot. The selection of a new lot is a serious matter, and one that should be carefully and dispassionately considered. More than once a quarrel over competing locations has retarded for several years the erection of a much-needed schoolhouse. It is to be hoped that the Town will not again stumble over such a projecting stone. But, acting in the best of temper, the location of this schoolhouse is one on which men may well differ. When the majority decide, let us all acquiesce. It is mainly a question for the people of Oakdale. In the opinion of the Committee the Town should erect a schoolhouse at Oakdale of the proportions of the Avery Schoolhouse. These two schoolhouses, with the Quincy, will not afford too great accommodation for the pupils of East Dedham in the immediate future.

During the last year the Town has received many valuable gifts for the adornment of the Ames Schoolhouse. First, the remarkably excellent and faithful copy of the portrait of Fisher Ames, made and presented to the Ames School by the late Jacob Wagner, a member of the Building Committee; second, a portrait of George Washington, a portrait of Martha Washington, and "God's Blessing," presented to the school by Francis O. Winslow, of Norwood, Representative to the General Court; third, forty solar enlargements of works of art, many of them in frames, presented to the school by Arthur A. Carey, a generous citizen of Boston; and fourth, a picture entitled "Our Future Presidents," sent by an unknown donor. For each and all of these generous gifts the Town, by its School Committee, returns its cordial and grateful acknowledgments. These pictures will con-

tribute pleasure and cheerfulness to class after class of children, for unnumbered years.

It is estimated that the following appropriations will be required for school purposes for the ensuing year:

Salaries of teachers and Superintendent.....	\$28,600
Care of schoolhouses, grounds and janitors' supplies..	2,700
General repairs and grading school yards.....	1,400
Fuel	2,300
Lighting	200
School books and school supplies.....	2,500
Furniture	500
High School Laboratory.....	300
Elementary use of hand tools and sewing.....	1,000
	<hr/>
	\$39,500

FREDERICK D. ELY,
Chairman.

REPORT OF THE SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham:

Few changes worthy of mention have been made in the course of study during the past year, and no new subjects have been introduced. Effort has been made to enrich and broaden the grammar school course by improving the teaching of the subjects already in the schools without adding to the curriculum. The schools are better graded than formerly. Each class is divided into two or more groups, so that pupils of about the same mental ability are instructed together. This facilitates the special promotion of the brighter pupils; the reduction in the size of the classes through the opening of additional rooms has enabled the teachers to give more individual attention to the slow and backward.

Since June, 1896, in the graded schools, only two teachers have resigned to accept higher salaries in other places. All vacancies have been filled by the appointment of trained teachers with at least one year's successful experience. The effect of the recent increase of salaries in Boston and Cambridge is yet to be seen. Other cities are considering the advisability of a similar action, and it is probable that, in another year or two, the frequent resignations of your most efficient teachers will again demand attention.

HIGH SCHOOL.

The number in the High School January 1, 1899, was one hundred and sixty-nine, as compared with one hundred and eighty-five in January, 1898. The fourth class being small, it has been possible to reduce the number of teachers from seven to six. There is no probability that the school will show any considerable increase in the next two or three years.

There are now three well defined courses of study, college, classical and English. An examination of these will show that, during the first year, all pupils must study algebra, although a part of every class fails to derive any benefit from mathematics. In the second, junior and senior years, one foreign language, either Latin, French or German, is required, and the same failure to secure benefit is evident.

The following table gives the number of periods per week devoted to the different subjects:

	1st Year.	2d Year.	Junior.	Senior.
Algebra	4	..	2	..
Arithmetic	2 ($\frac{1}{2}$ yr.)	..	..	..
Astronomy	3	..	..	..
Book-keeping	2	..	..	..
Botany	2 ($\frac{1}{2}$ yr.)	..	..	..
Chemistry .....	..	..	4	..
Civil Government .....	..	..	..	2
Drawing	1	1	1	1
English	3	3	3	3
French .....	..	3	3	3
Geology .....	..	..	..	2 ($\frac{1}{2}$ yr.)
Geometry .....	..	3	2	..
German .....	..	..	3	3
Greek .....	..	4	4	4
History	2	2	2	3
Latin	4	4	4	4
Physics .....	..	4	..	..
Physiology	2 ($\frac{1}{2}$ yr.)	..	..	..
Manual Training .....	..	3	..	..

It will be seen that Latin, Greek, French, German and mathematics demand a large share of the time. These subjects are required to prepare pupils for the entrance examinations of the different colleges, scientific and normal schools, and the time devoted to them cannot be diminished without dislocating our schools from these higher schools.

A gradual extension of the elective system as found in all colleges and in many high schools is demanded as a

means of retaining those in school who cannot adapt themselves, or be adapted, to the present courses of study. More opportunity should be given each pupil to choose subjects, suited to his mental ability, and having some bearing on his vocation in life. The recent introduction of manual training and the omission of advanced Greek, mentioned in the report of the Principal, are steps in the right direction. It is to be regretted that other elective studies, including stenography and typewriting, cannot be introduced without increasing the expense of the school beyond the limit of the present appropriation.

MANUAL TRAINING.

Mr. Joseph A. Frizzell resigned in August to accept a position in the Institute of Technology, and Mr. William W. Locke of Westwood, a graduate of the Worcester Polytechnic Institute, was appointed to fill the vacancy. Mr. Locke was for five years Principal of the Warren Avenue Evening School, in Boston, and has also established a number of vacation schools of manual training in Boston and New York City. The work with hand tools, which for two or three years has been limited to the boys of the fifth, sixth and seventh grades, has been extended to the eighth and ninth grades, taking the place of freehand drawing, and to the High School. Those who have shown unusual ability in this direction or who are preparing for Harvard or the Institute of Technology have been selected for advanced courses. Mr. Otto Johnson, a graduate of the Dedham High School, Class of 1898, has regularly assisted Mr. Locke. A full account of the work in this department will be found in the report of the instructor.

SEWING.

A description of the work in this subject will be found in the report of Miss McClearn. The classes show an increased interest, and excellent progress has been made. I hope the

course will be extended next year to include the girls of the eighth grade.

MUSIC AND DRAWING.

Your attention is called to the reports of the supervisors in these subjects. The singing is better in all grades than in previous years.

The drawing of the seventh, eighth and ninth grades of the Ames School has been, since September, in charge of Miss Darling. Miss Fanny L. Swett, a graduate of the Boston Normal Art School, has, without compensation, conducted the drawing in the ninth grade of the Avery School. I cannot speak too highly of the results accomplished in the High School in this subject.

KINDERGARTEN.

In September, Miss Mary F. Nowell and Miss Mabel G. Berry of Cambridge, graduates of Miss Page's Training School for Kindergartners, with the permission of the School Committee, opened a free kindergarten in the Ames building. The school has been successful and well patronized. During the fall term, the average attendance was about twenty-five, and a number who wished to attend could not be accommodated. So far the school has been supported by private subscription.

Plainly, there is a demand for the kindergarten, and it should be made a part of the public school system whenever the Town is willing to make the necessary appropriation. The educational value of a kindergarten training is unquestioned, and its effect in diminishing the time spent in preparing for the High School has been proved.

POPULATION.

According to the State Census of 1895, the population of Dedham, including Westwood, was seven thousand one hundred and twenty-three, and the number of school children between five

and fifteen years of age, one thousand two hundred and twenty-four,—17.18 children for every one hundred inhabitants. In May, 1898, the school population of Dedham was one thousand two hundred and forty-three. This would indicate a population for Dedham of seven thousand two hundred and twenty-three.

SCHOOL ACCOMMODATIONS.

Ames.—As sixty-five pupils were enrolled in the seventy grade of the Ames School at the opening of the fall term, it was necessary to open an additional room and employ another teacher. Including the kindergarten, twelve rooms are now occupied by fourteen teachers and four hundred and sixty pupils. In addition, the sloyd shop is used two days a week by the boys of the different grades and of the High School. Forty-six pupils are enrolled in the master's room,—the ninth grade.

Avery.—In September, the fifth grade numbered seventy. By sending the boys of the Boys' Home to the Avery School, the services of one less teacher were required at the Oakdale. Miss Merritt was accordingly transferred to the Avery and now has charge of one section of the fifth grade. Forty-four pupils, including fifteen from Oakdale, are enrolled in the master's room. Aside from the sloyd shop, the eight class rooms of the building, the assembly hall and the reading room are occupied as school rooms, containing ten teachers and three hundred and forty pupils. It is evident that more school accommodations will be needed in this part of the Town in the near future.

At the Endicott School, although the pupils of the sixth, seventh, eighth and ninth grades have been transferred to other schools, the number belonging is more than thirty.

The attendance in the other schools remains about the same as last year.

CONSOLIDATION OF SCHOOLS.

Burgess.—The Burgess School was closed in 1898, and until the division of the Town the children were transported to the

Dexter. One pupil from this district now attends the Colburn School in Westwood. No use can be made of the old building, and it should be sold.

Dexter, Riverdale and Endicott.—In September, 1897, one room at the Dexter School was closed and the pupils were transferred to the Ames. Since the opening of the fall term, the sixth, seventh, eighth and ninth grades of the Endicott and Riverdale Schools have also attended the Ames. By means of these changes, all of the pupils of the grammar grades have been collected in the graded schools; the outlying, or ungraded schools are primary rooms, where, on account of the small size of the classes, efficient work may be done. The difficulty, also, of securing competent and permanent teachers has in a great degree been removed.

The effect of this consolidation is apparent in a better and more uniform preparation of the pupils entering the High School, and in the improvement and progress of the outlying schools. It is my opinion that these should be retained without any attempt at transportation, although a considerable saving in expense could be made by so doing.

SCHOOL ATTENDANCE AND TRUANCY.

The new law in relation to school attendance and truancy went into effect in September, 1898. Under it there are three classes of school offenders: "first, the habitual truant, that is, every child between seven and fourteen who wilfully and habitually absents himself from school; second, the habitual absentee, that is, every child between seven and sixteen who may be found wandering about the streets, having no lawful occupation, not attending school and growing up in idleness and ignorance; and third, the habitual school offender, who persistently violates the regulations of the school." These are liable to arrest upon complaint of the truant officer, and upon conviction may be committed, if boys, to the County Truant School or to the

Lyman School for Boys; if girls, to the State Industrial School for Girls.

"Every child between the ages of seven and fourteen must attend school during the entire time the public schools are in session. No child under fourteen years of age may be employed in any factory, workshop, or mercantile establishment; nor in any work performed for wages or other compensation during the hours when the public schools are in session, nor be employed at any work before the hour of six o'clock in the morning, or after the hour of seven o'clock in the evening."

Two truant officers have been appointed at a regular salary, whose duty it is to see that the laws in relation to school attendance and truancy and the employment of labor are enforced.

The school census must be taken in September, 1899, in place of May, and must include the names, ages, etc., "of all persons between the ages of five and fifteen and of all minors over fourteen years of age who cannot read at sight and write legibly simple sentences in the English language."

BOSTON CHILDREN'S FRIEND SOCIETY.

Your attention is called to the following extract from Section 8, Chapter 496 of the Acts of 1898:

"For the tuition in the public schools in any town of less than ten thousand inhabitants of any child between the ages of five and fifteen years not theretofore resident in such town, who is an inmate of an institution containing more than six inmates, said town may recover from said institution the extra school expense incurred as may be determined jointly by the School Committee of said town and the Trustees or Managers of said institution, or, in case of disagreement between said School Committee and said Trustees or Managers, as may be decreed by the Probate Court: provided, that no demand shall be made upon said Trustees or Managers without a special vote of the Town instructing the School Committee to that effect."

About thirty boys from the Boys' Home on Auburn street, controlled by the Boston Children's Friend Society, attend the

public schools. The average cost for the tuition of each child in the Avery and Oakdale Schools is about twenty-six dollars.

REFERENCE LIBRARIES.

The one hundred dollars appropriated by the Town for additional reference books in the Avery School Reading Room has been expended in the purchase of the following books:

- Harper's Book of Facts.
- Harper's Classical Dictionary.
- Familiar Quotations, Bartlett.
- Great Words of Great Americans.
- Channing's Student's History of the United States.
- Montgomery's Student's History of the United States.
- History of the American Railway.
- Lossing's Civil War.
- Growth of the American Nation, Judson.
- John Fiske's Historical Works.
- Book of Famous Verse.
- Works of Lowell, Bryant, Wordsworth, Whittier, Longfellow, Holmes, Tennyson, and Coleridge.
- Tyler's American Literature.
- Children's Stories in American Literature, Wright.
- First Sketch of English Literature, Morley.
- Children's Stories in English Literature, Wright.
- Story of Primitive Man, Clodd.
- Story of Extinct Civilizations, Anderson.
- Stories of the Nations ; Chaldea, Greece, Rome, Ancient Egypt, Spain, Germany, Australasia.
- Student's History of France, Germany, Rome, Greece.
- Fisher's Outlines of Universal History.
- Ploetz Epitome of Universal History.
- Green's History of England.
- Age of Fable, Bulfinch.
- Dana's Manual of Mineralogy.
- Dana's Manual of Geology.

Tarr's Geology.

Nature and Man in America, Shaler.

Realm of Nature, Mill.

Story of the Earth, Seeley.

Story of the Atmosphere, Archibald.

Book of the Ocean, Ingersoll.

Story of the Solar System, Chambers.

Starry Realms, Ball.

Todd's Astronomy.

Elementary Electricity and Magnetism, Thompson.

Packard's Zoology.

Bird Neighbors, Blanchan.

Citizen Birds, Coues.

Maynard's Manual of North American Butterflies.

Story of Life in the Seas, Hicksin.

Tarr's Elementary Physical Geography.

Aspects of the Earth, Shaler.

Huxley's Physiology.

Beauties of Nature, Lubbock.

Story of a Piece of Coal.

Story of the Seas.

Commercial Geography, Tilden.

Story of the Stars.

In the High Heavens, Ball.

Easy Star Lessons, Proctor.

Story of Photography, Story.

Story of Electricity, Munro.

Sharp Eyes, Gibson.

Eye Spy, Gibson.

My Studio Neighbors, Gibson.

Story of Germ Life, Conn.

Story of the Plants, Allen.

Familiar Trees and Their Leaves, Matthews.

Nearly the same books, excepting those of special interest to pupils of the High School, have been placed in the Ames School by vote and appropriation of the School Committee.

The usual addition to the Slafster Memorial Library has been made, as indicated in the report of the Principal of the High School.

The Public Library, the reference libraries in the school buildings, the Avery School reading room, and the weekly transportation of library books, afford the teachers and pupils of the public schools unusual opportunities to become familiar with the best literature and with the proper use of books. The co-operation of the Public Library with the public schools is an important part of its work. No one who has seen the eagerness of the children to receive their books can doubt the wisdom of increasing the appropriation for juvenile literature. More books of reference also are needed in the reading room of the Avery School.

FINANCIAL REPORT.

Fuel.—In accordance with the advice of the State Inspector of Public Buildings, a fire was kept in the new Ames building from its completion, June 1, until the opening of the school in September. It is not probable that more than one hundred and twenty tons of coal will be burned during the school year.

Books and Supplies.—The value of the books and supplies sent to the schools during the year was \$2,321.71.

Repairs.—The desks required by the increase in the number of pupils and the opening of new rooms have been supplied by repairing old desks. This will account for the greater part of the item "repairs of desks, etc., " found in this account.

Furniture.—The drawing tables purchased for the High School were a necessity. The larger boys and girls were unable to sit and work in seats intended for pupils of the sixth grade.

SPECIAL REPORTS AND STATISTICS.

The reports of the Principal of the High School, and of the special teachers, the financial report, the school census, and the usual statistics, are given in the appendix to this report.

Respectfully submitted,

RODERICK W. HINE,
Superintendent.

HIGH SCHOOL.

For several years, owing to the size of the school, it has been impossible to accommodate all the pupils at desks in the assembly hall. It was found necessary, therefor, for the classes to occupy different rooms upon the first floor, while the fourth class was assigned places in the hall. In this way the pupils have been separated and possibly a degree of class feeling has been engendered which in many respects has increased the loyalty toward the school. In many instances, class rivalry has improved the percentage in attendance and in general studies. At the same time we have suffered from the disadvantage of conducting recitations while pupils were studying in the room. Obviously this has been a source of annoyance to both scholars and teachers, and, to avoid this difficulty, with the present seating accommodations, has been a serious problem. This year the plan was formed of numbering the desks in the hall and assigning one to each pupil of the school for a given study period. At the same time the programme was so arranged that one of the teachers might be in attendance in the hall each hour during the day, while the other teachers conducted recitations in other parts of the building. Thus it will be seen that the students are afforded absolute quiet, during their study periods, while teachers are relieved from the necessity of any care aside from their immediate class exercise. This change has proved wonderfully satisfactory to all.

Since the formation of the Slafter Reference Library, not all scholars have had ready access to the books, owing to the small size of the room in which the shelves were placed. When this change for study periods was made, it was decided to place the library in the hall. By these two changes, we have afforded the pupils an ideal opportunity for study, and their appreciation of it has been very gratifying. The School Committee, according to their custom the past few years, appropriated fifty dollars

for new books for the library, and the following were added this winter:—

- Heroes of the Nation's Series,—five volumes.
- Epochs of Ancient History,—four volumes.
- Ancient Regimes.
- Romances of the Middle Ages,—Cox.
- Bulfinch's Age of Fable,—two volumes.
- Ballads and Lyrics,—Lodge.
- Pope's Translation of the Iliad.
- Shelley's Poems.
- Keats's Poems.
- Scott's Poems.
- Coleridge's Poems.
- Spenser's Poems.
- English Literature,—Pancoast.
- American Literature,—Pancoast.
- Bacon's Essays.
- Introduction to Shakespere,—Dowden.
- Shakespere, His Mind and Art,—Dowden.
- English Past and Present,—Trench.
- Ancient Classics for English Readers,—five volumes.
- The Poetry of Tennyson,—Van Dyke.
- Poets of America,—Stedman.
- Victorian Poets,—Stedman.
- Makers of English Verse,—Dawson.
- Essays of Elia,—Lamb.
- Bunyan's Pilgrim's Progress.
- Littérature Francaise,—Demogeot,—XVIII and XIX Siècles.
- Die Schonsten Deutschen Lieder,—Wenckenbach.
- Easy Star Lessons,—Proctor.
- University Physics,—(two volumes) by Carhart.
- In this connection we cannot refrain from mentioning the extreme thoughtfulness of Mr. A. B. Cutler in loaning to the school: Grammar of Ornament,—Owen Jones, Arte Italiana, Decorativa e Industriale, in six volumes, together with a suitable case; of Mr. John B. Fisher, who presented to the school a

copy of the Bradford History; of Mrs. Lusher G. Baker, for engravings; and of Wallace A. Gleason, for a picture.

The removal of the library from the office has left the room free to be used as originally intended, as a Principal's room and reception room, and the refittings have made it attractive and homelike.

From time to time, the parents have asked the teachers for lists of books for general reading, adapted to the age of their children, and I herewith submit such a list, suggested in a circular recently published by Harvard College.

FIRST YEAR.

The Bible; Bunyan's Pilgrim's Progress; Defoe's Robinson Crusoe; Irving's Bracebridge Hall; Thackeray's The Rose and the King; Hawthorne's Wonder Book and Tanglewood Tales; Longfellow's Evangeline; Pyle's Robin Hood; Stevenson's Treasure Island; Kipling's Jungle Books.

SECOND YEAR.

The Bible; Norton's Heart of Oak Books, IV; Cooper's Spy and Last of Mohicans; Irving's Tales of a Traveller; Kingsley's Westward Ho and Hereward the Wake; Dana's Two Years Before the Mast; Lanier's or Strachey's King Arthur; Stevenson's Kidnapped.

THIRD YEAR.

The Bible; Heart of Oak Books, V; Scott's Guy Manner-
ing and Woodstock; De Quincey's Flight of a Tartar Tribe;
Hale's Man Without a Country; additional books of Scott,
Dickens, Thackeray and Hawthorne.

FOURTH YEAR.

The Bible; Heart of Oak Books, VI; Scott's Abbot and Kenilworth; Irving's Sketch Book; Thackeray's Henry Esmond; Hawthorne's House of the Seven Gables; Mrs. Gaskell's Cran-
ford; Hughes' Tom Brown at Rugby.

Since the new registration required by the Trustees of the Public Library, there has been a marked increase in the number of scholars who have taken books. In this connection, however, it is fair to say that the opportunities of our own library bring the pupils into closer contact with the books on the shelves.

Chapter 320 of the Acts and Resolves of the Legislature of 1894 reads as follows :

"An act relating to instruction in the use of tools and in cooking in public schools.

"This act provides that the use of tools and the art of cooking shall be taught, by lecture or otherwise, in all the public schools in which the school committee deem it expedient, and that, wherever such instruction is given, the tools, implements and materials required may be purchased by the school committee at the expense of the city, or town, and loaned to pupils free of charge subject to such rules as the committee may prescribe."

In accordance with this permissive act, the School Committee have given to a limited number of the boys of the school, a three-hours' course per week in mechanical drawing and bench work combined. The class is conducted by Mr. Locke, who has charge of the manual work in the lower schools, and as the boys use the sloyd room in the Ames School, the course is given with very little expense to the Town. This work is purely elective, but, after consultation with the teachers, those boys have been especially advised to take it who have difficulty with their modern language work. At present the size of the class is limited to twenty.

Two years ago I suggested in my report that cooking be introduced into our High School course. In the act above quoted, we find that this subject for the girls is associated with tool work for the boys. I therefore recommend, inasmuch as we have made a slight beginning in favor of the boys, that we plan to have an elective course in cooking the coming year. One cannot doubt but that an education which seeks simply to develop the mind and neglects an intelligent study of that which tends to keep the body in health is extremely one-sided. I am sure that for the sum of one hundred and fifty dollars tables and cooking utensils can be purchased sufficient for our use; more-

over, from conversation with parents, I am led to believe that this departure would meet with the hearty approval of the citizens of the Town, while the experience of other towns that have such courses strengthens my convictions.

For several years I have felt that the time devoted to the study of Greek is out of proportion to the number of pupils who take the subject, and, for this reason, I recommend that in those years when the pupils are going either to Harvard or to those places where a Harvard certificate is accepted, Greek be dropped from the senior year programme, and the time be devoted to the study of history. This is in keeping with the suggestion of those who are giving much thought to the preparation of courses of study for secondary schools.

Several changes in the corps of teachers have occurred during the past year, caused by the resignation of two and the leave of absence, for one year, granted to another. Miss Christine T. Mansfield has taken the work in modern languages and bookkeeping, and Mr. Marshall Wentworth, the work in chemistry, physics and algebra. Both are active and earnest in their work.

Respectfully,

GEORGE F. JOYCE, Jr.

MUSIC.

It gives me much pleasure to report that the music in the public schools was never in a more satisfactory condition than at present. This is due in part to the growing sentiment in favor of music in the school and in the home; and also to the fact that there is scarcely a single school-room where the music lessons are not intelligently given between the fortnightly visits of the Supervisor. This is due to the effort on the part of the School Committee and Superintendent of Schools to secure the best teachers possible, and to furnish the best and most interesting material for study. In other words, the present encouraging condition of the study of music in the schools is an illustration and a result of intelligent co-operation on the part of all concerned. It is extremely interesting, also, to note the musical influence of the older children in the home upon those who are younger, as shown in the fact that where there are such, the younger ones come into school already able, in the majority of cases, to apply their voices to musical uses. It is not uncommon to find children just entering school in possession of one or more of the songs which are sung in the first primary grade, and able to sing them quite correctly.

When in Germany a few years since I discovered that the present position of that nation as the most musical people in the world was not due to any school or schools as such, but rather to the fact that all self-respecting, intelligent parents are quite as particular to see that their children are educated in music as in reading, writing and arithmetic; then, too, it is universally recognized in Europe that all excellence in art, as in business, must be earned by hard work from which not even the most gifted are exempt. It is gratifying to note that our own people are making rapid strides towards the possession of these two ideas,—a recognition of the utility of art even in the hum-

blest lives and a willingness to pay the price necessary to possess it. The music which is in use in the schools is usually of a high class, such as should tend to counteract the popular idea that music is mere jingle, and there is great need of some strong influence in the community to check the writers and publishers of music of the "coon song" and "two step" type with which the ear is assailed on all sides. The public schools should stand for the best in music as in literature. The past record of Dedham in this respect is something of which she may be justly proud; her High School having been the first in this country to produce a complete oratorio. Since the last report there have been several public appearances of some portion of the schools which are worthy of mention. In October the first primary class of the Avery School, Miss Nellie G. Kelly, teacher, was invited to demonstrate the work in music of the first year before the Norfolk County Teachers' Association at its annual meeting in Tremont Temple, Boston. On this occasion the entire class was invited, and all appeared whose mothers would allow their little ones to journey to Boston on a rainy day. The work done by the little people was enthusiastically received by the large gathering of teachers present, and the effect was the more marked because the illustration was given by the whole class rather than by a picked few, as is usually the case. After an interim of several years the High School resumed its annual concerts by giving last March a successful performance of "The Wreck of the Hesperus," by Anderton; the "One hundred and fiftieth Psalm," by Randegger, besides a miscellaneous programme of choral and instrumental selections. At the graduation exercises of the High School also an interesting musical programme was given, which included a short cantata, "The Pilgrims," by Mr. George W. Chadwick. In these performances the school showed conclusively that it had not lost its ability to sing difficult compositions in fine style.

Too much praise cannot be given to the orchestra for its work on these occasions; both in the accompaniments and the purely instrumental numbers the orchestra played with tunefulness, correctness and courage so that it won sincere words of praise from all the solo artists. When it is remembered that

this organization could not, at the beginning of its history, play an easy overture with as much success as it is now playing the overture and accompaniments to Haydn's "Seasons," its progress cannot be styled anything less than remarkable. It has bought and paid for an excellent pair of kettle drums and a viola, besides assisting the athletic and literary interests of the High School. My own connection with this organization has been purely gratuitous, and it seems to me that its success up to the present time has been such as to warrant its recognition either by the Town or by philanthropic citizens. It is already equal to a creditable rendering of a Haydn symphony, and its future possibilities are limited only by its failure to attract the attention and assistance necessary to make it one of the permanent institutions of the Town. Why should not Dedham have the honor of being the first town in the United States to establish a symphony orchestra, as it already has the honor of having established the first free public school?

With sincere gratitude that I am able to speak so encouragingly of the educational interests intrusted to my care, I close this report.

SAMUEL W. COLE,
Supervisor of Music.

DRAWING.

The work in drawing has in the main developed along lines previously outlined. The fall drawings of plants in color, and the decorative arrangements of the same, showed increased appreciation and skill. In the primary grades greater emphasis is being laid on the illustrations of simple stories and children's experiences, thus giving free play to the imaginative side of the child nature and at the same time recognizing that the "power of imagination or ideal representation underlies the whole of science and art."

In the upper grades an effort was made to relate the manual training and the drawing. The drawings required in the shop were made in the school-room and the work took the time and place of the constructive drawing formerly given. The plan proved a feasible one, although the insufficiency of models was a decided drawback. Another year, however, this difficulty will be removed, and the simple elements of structural design may be combined with the teaching of the principles of construction.

If masterpieces in literature can be read and appreciated by the children, so can the beautiful in art works be enjoyed and understood. Thus in each child's hands are placed the pictures, that each may glean for himself the stories and lessons. He need not read volumes nor employ an interpreter, but, rightly directed, he may view for himself the great treasure-house of art which is the heritage of the humblest child. Pictures selected for their story, showing aspects of the landscape and compositions of animal and child life, have been introduced in the lower grades, and a few pictures which are mythological and symbolical in character, are planned for study in the two highest grammar grades. It is hoped that the ninth grades may be able

to visit the Boston Public Library and study its mural decorations.

The seniors of the High School accepted the invitation of their teachers of drawing to a Saturday morning visit to the Boston Art Museum, where a review of the photographs, casts, and vases made more real the pupil's study of classic architecture and ornament.

The hour proved both pleasurable and instructive and further visits are planned.

The much needed desks for the mechanical drawing room in the High School are highly appreciated by both teachers and pupils. The retinting adds to the appearance of the room, and when a few more casts and some pictures have been added we shall be quite happy in our pleasing surroundings. There can be no question that environments make their lasting impression on the susceptible minds of the children. A very creditable beginning has been made in decorating the school-rooms, but there are still many vacant places, and it would be a pleasure to find casts as well as pictures introduced.

The tinting of the Avery School will doubtless be realized at no very distant day, and it would be most gratifying if the residents of Dedham would volunteer to frame the pictures so generously presented to the Ames School last year.

Altogether an encouraging interest in the work is shown by the teachers and the pupils.

Miss Swett, while gaining experience, has rendered valuable service and Miss Morton is indispensable to the success of the work.

WILHELMINA N. DRANGA,
Supervisor of Drawing.

MANUAL TRAINING.

Instruction in sloyd has been given in rooms recently fitted up for that purpose in the basements of the Ames and the Avery Schools. Classes have come from the fifth, sixth and seventh grades of these and the Oakdale Schools. There are no pupils as yet from the eighth and ninth grades, but an excellent class comes from the High School. About one hundred and fifty boys are receiving instruction.

The course is somewhat similar to that of the Boston schools. A number of simpler models have been adopted for the lower grades, and some more advanced will be introduced into the High School class, especially for those who are preparing for the Institute of Technology. It is understood that manual training will be accepted as one of the requirements for admission to that institution and to Harvard.

The younger children have improved in attention, application, intelligent work and good order, as well as in the use of tools. This is especially noticeable in the classes where there have been backward and disorderly boys. They are now hard workers, thoroughly interested in making progress, respectful and obedient. The benefit of sloyd as a general educational influence is quite well marked in several of these cases. It is well for the older boys of these grades to work for a while with a man and know the kind of obedience that a man expects. It is well, also, for them to have one study which gives them encouragement and satisfaction not afforded by their other studies, and a sense of their own usefulness which has not been attained by the study of geography and arithmetic.

The High School class is going to turn out some fine work. The boys have had enough previous instruction in the simple handling of tools to take hold of advanced work in a very

satisfactory way. The practical problems in regard to the economy of material and the applications of arithmetic or geometry, will have their effect upon their school work, as well as giving them a new standard of value by which the importance of these studies may be determined. And none of their other studies will serve as sloyd for showing them the necessity of having a definite, well-thought-out plan of work and keeping accurately and patiently to that plan. The ability to think out and follow a systematic course of action is no less important than the technical skill and quick intelligence in which one is inclined to put his confidence.

The drawing has been done in the class room, with the regular teacher, in place of the mechanical drawing which has usually been done there unconnected with the manual training. The best results could not be obtained this year on account of the lack of models for all teachers and the newness of the work. But I am convinced that this method will give that branch of drawing a good, systematic course of instruction, and the working out of the models will give an interest to their drawing which does not come with drawing for its own sake. If sample work done by the boys is retained by the class, hung up in the room as fast as the drawings are worked out, it will not only stimulate them to better work, but will give the girls who do not take sloyd a better understanding of what they have been drawing. Sloyd must be recognized as but one part of manual training, to have its place with sewing, drawing, etc., and to be properly prepared for by a systematic course which leads up to it.

By having the drawing done in the class room, each class has been able to concentrate its attention upon working out the models from the drawings which had been made. They will probably accomplish more this year on that account.

Thanks are due to the committee for providing liberally new tools, including a turning lathe, and making suitable arrangements for keeping materials and finished work in order. Only a little more is needed in this direction to put both schools in good working condition. The class work has been much easier this year on account of the regular assistance of a recent

graduate of the High School, Otto Johnson, who has proved to be unusually well qualified for this kind of work. By the expenditure of more money in this department, the course of study could be very much extended and improved, and the boys of Dedham receive instruction equal to that given in Boston and other cities where manual training has become established on a good, permanent basis.

WILLIAM WARE LOCKE.

SEWING.

Beginning the sewing in the fourth grade, the children learn their first stitches, basting, back-stitching and hemming, on an unbleached cotton sampler. Then a bag is made to hold their work. Following this comes the apron. In the fifth grade, the sampler is continued, and any work left over from the preceding year is finished. A glass towel and doll's underskirt are also made. In the sixth grade, the sampler is generally completed and a pillow case is made. In the seventh grade, each girl makes for her own use a flannel underskirt, and is taught practical darning.

The sampler spoken of is composed of stitches used in ordinary sewing: basting, back-stitching, running, over-sewing, French hem and seam, patching, gathering, button-holes, putting on bindings and over-casting.

MARY A. McCLEARN.

SCHOOLS AND TEACHERS.

FEBRUARY 1, 1899.

HIGH—George F. Joyce, Jr	<i>Principal.</i>
Mabel G. Curtis.....	<i>1st Assistant.</i>
Annabel Stetson	<i>2d</i> "
Elizabeth G. Tracy	<i>3d</i> "
Marshall Wentworth.....	<i>4th</i> "
Christine Mansfield.....	<i>5th</i> "
AMES.—Frederick W. Swan, <i>Principal</i>	9th Grade.
Marion N. Darling, <i>Assistant</i>	9th " "
Elizabeth G. Diman	8th " "
Mary E. Mulkern	7th " "
Barbara E. Vogler.....	7th " "
Bertha V. Cobb	6th " "
Clara C. Howland.....	5th " "
Mary V. Gilson	4th " "
Florence F. Kinney	3d " "
Nellie M. Gay.....	2d " "
Julia G. Kennedy.....	2d and 1st
Maria F. Kingsbury	1st Grade.
AVERY SCHOOL—Dorus F. Howard, <i>Principal</i> .	9th Grade.
Florence M. Farnum.....	8th " "
Marion H. Garfield.....	7th " "
Isabel E. Clark.....	6th " "
Martha I. Shaw	5th " "
Helen S. Merritt	5th " "
Margaret R. Lynas.....	4th " "
Elizabeth E. Henderson.....	3d " "
D. Frances Campbell	2d " "
Nellie G. Kelly.....	1st " "

OAKDALE SCHOOL—Annie E. Whittier,

<i>Principal</i>	7th and 8th Grades.
Dollie L. Wales.....	6th and 5th "
Mary L. Hayes	4th and 3d "
Ada M. Frost.....	2d and 1st "

QUINCY SCHOOL—Mary E. Keelan, *Principal*. 4th Grade.

Mary Hutchins.....	3d "
Hattie B. Sears	2d "
Jennie V. McManus	1st "

DEXTER.....	Alice J. Keelan.
RIVERDALE.....	Mary C. Hannon.
ENDICOTT.....	Florence R. Abbott.
MUSIC	Samuel W. Cole.
DRAWING	Wilhelmina N. Dranga.
Assistant.....	Anna B. Morton.
SLOYD	William W. Locke.
SEWING	Mary A. McClearn.
SUBSTITUTE TEACHER	Dorothy H. McManus.

SCHOOL CENSUS.

The following statistics give the result of the school census taken May 1, 1898:

Number of persons in the Town between three and fifteen years of age, May 1, 1898.....	1,408
Number between five and fifteen	1,241
" " three and four	74
" " four and five	93
" " five and six	124
" " six and seven.....	119
" " seven and eight.....	118
" " eight and nine.....	139

Number between nine and ten	130
" " ten and eleven.....	128
" " eleven and twelve.....	142
" " twelve and thirteen	117
" " thirteen and fourteen.....	116

JANITORS.

Feb. 1, 1899.

High and Ames Schools	P. H. McManus.
Avery School	Joseph Meighan.
Oakdale and Quincy Schools.....	Osavius Verney.
Dexter School.....	Frank Neas.
Riverdale School	William Newbury.
Endicott School	Samuel F. Alden.

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PROCEEDINGS

OF THE

DEDICATION

OF THE

AMES SCHOOLHOUSE,

JUNE 17, 1898.

THE WILBER
FUNDATION

ANTON, LARSEN AND
WILBER FOUNDATIONS



THE AMES SCHOOLHOUSE.

PROCEEDINGS
AT THE
DEDICATION
OF THE
AMES SCHOOLHOUSE.

DEDHAM, MASSACHUSETTS,

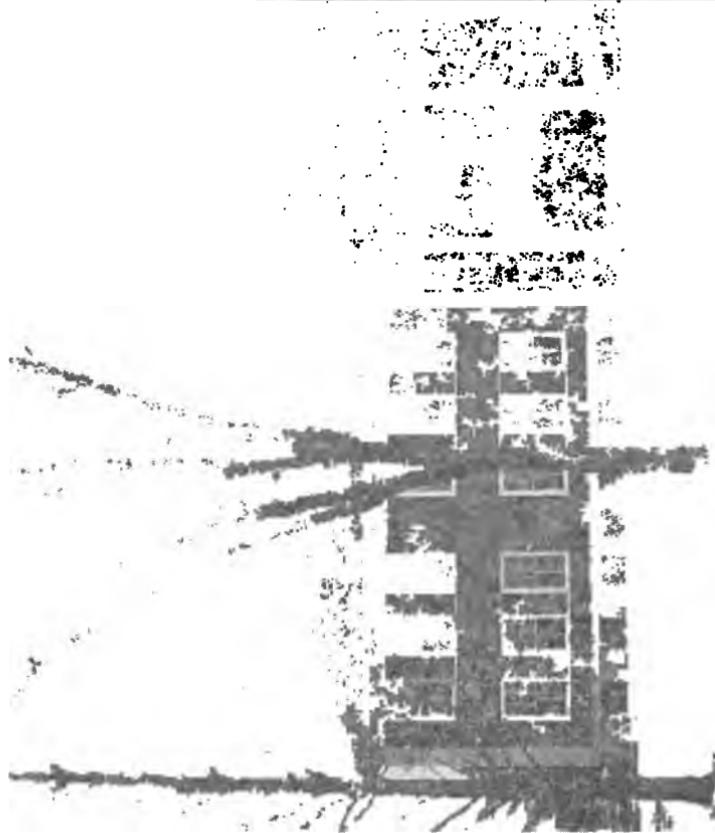
JUNE 17, 1898.

AND EXERCISES AT THE
TABLET,
PLACED BY THE COMMONWEALTH.

With an Appendix.



DEDHAM :
1899.



PROCEEDINGS
AT THE
DEDICATION
OF THE
AMES SCHOOLHOUSE,
DEDHAM, MASSACHUSETTS,

JUNE 17, 1898.

AND EXERCISES AT THE

TABLET,

PLACED BY THE COMMONWEALTH.

With an Appendix.



DEDHAM :
1899.

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EXTRACT FROM THE TOWN RECORDS.

1644 At a meeting the first day of the Eleuenth Month

* * *

The sd Inhabitants takeing into Consideration the great necesitie of prouiding some meanes for the Education of the youth in or sd Towne did with an vnaninous consent declare by voate their willingnes to promote that worke promising to put too their hands to prouide maintenance for a Free Schoole in our said Towne

And father did resolute & consent testefying it by voate to rayse the some of Twenty pounds p annu: towards the maintaining of a Schoole m^r to keep a free Schoole in our sd Towne.

And also did resolute & consent to betrust the sd 20£ p annu: & certaine lands in or Towne formerly set a part for publique vse: into the hand of Feofees to be presently Chosen by themselues to imploy the sd 20£ and the land aforesd to be improued for the vse of the said Schoole: that as the profits shall arise from y^e sd land euery man may be proportionably abated of his some of the said 20£ aforesaid freely to be giuen to y^e vse aforesaid And y^t y^e said Feofees shall haue power to make a Rate for the nesesary charg of improuing the sd land: they giuing account thereof to the Towne or to those whome they should depute.

John Hunting Eld^r Eliazer Lusher Francis Chickeringe John Dwight & Michael Powell are Chosen Feofees and betrusted in the behalfe of the Schoole as afore said. [Page 105.]

* * *



PRELIMINARY ACTION OF THE TOWN.

Soon after the completion of the New Avery Schoolhouse, in 1895, the need of a new building for the Ames School led the School Board to bring the matter to the attention of the town. A brief statement of the subsequent action is given below.

At the annual meeting in March, 1896, three articles in the town warrant to see whether the town would build a new schoolhouse were considered, and referred to a committee consisting of Frederick D. Ely, Julius H. Tuttle, Alfred Hewins, Clifton P. Baker and Charles Warren. The report of this Committee was printed in the town report issued in February, 1897. In closing they say:—

We therefore unanimously report that the need of a new building for this, the largest school in town, is immediate and urgent, and that favorable action should be taken by the town at the annual town meeting of this year, 1897.

Thirdly. In making the foregoing recommendation, the Committee have not overlooked the financial condition of the town, or failed to consider in a careful and conservative spirit, whether the town ought to incur further indebtedness at the present time. But the Committee are thoroughly convinced that the needs of the school and the comfort, welfare and even the health of the children require that a new building should be erected at once, and they unanimously report in favor of decisive action at the annual meeting of the current year. . . .

When this new building is completed and ready for occupancy, the old High Schoolhouse will no longer be needed for school purposes, and can, with the lot of land on which it stands, be sold. This sale would bring several thousand dollars into the town treasury, which should properly be credited to the cost of the new schoolhouse.

Upon consideration of articles in the warrant for March, 1897, the town took the following action :—

Article Eighteen,—Voted that the town erect a new schoolhouse upon the present Ames Schoolhouse lot, said schoolhouse to contain at least twelve rooms and a hall, and to cost not over fifty thousand dollars, and that a committee of five be appointed by the Moderator to carry into effect the said vote relating to the erection of said schoolhouse, and the Moderator appointed as such committee Frederick D. Ely, Francis L. Babcock, Jacob Wagner, Julius H. Tuttle and Preston R. Mansfield.

Article Nineteen,—Voted that the town authorize the Selectmen to borrow for the purpose of carrying out the vote under article eighteen, a sum not exceeding fifty thousand dollars, upon the bonds, notes or scrip of the town, payable in twenty annual payments of \$2,500 each, with interest payable semi-annually at a rate not exceeding four per cent per annum. Such bonds, notes or scrip to be signed by the Treasurer and countersigned by at least a majority of the Selectmen. And that such bonds, notes or scrip be offered for bids and awarded to the highest responsible bidder, and on a verification of said vote passed under this article it was found that 157 persons had voted in the affirmative and no person had voted in the negative, and the Moderator declared the same as passed by a unanimous vote.

At the March meeting, 1898, the Building Committee asked for \$8,000 to finish and furnish the building and to grade the grounds. The town appropriated the money by a unanimous vote, and this gave the Committee the amount needed to complete the work. The action of the Committee in carrying out the votes of the town is shown by the "Financial Statement" in the appendix to the following Proceedings.

INSCRIPTION ON THE TERRA-COTTA ARCH
OVER THE MAIN ENTRANCE.

1644 · AMES SCHOOL · 1897

NAMED IN HONOR OF FISHER AMES
A NATIVE OF DEDHAM A WISE STATESMAN
AND A FRIEND OF WASHINGTON.

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THE ASSEMBLY HALL.



EXERCISES IN THE SCHOOL HALL.

JUNE 17, 1898.

IT was a beautiful June day when the flag was unfurled over the main entrance of the new building; and parents and friends gathered to take part in the interesting exercises of dedication. In the large audience which filled the hall, there were some who could recall the events of nearly a half century in the history of the school, and others whose ancestors from the beginning of its history had enjoyed its high privileges.

On the spacious stage were seated the Building Committee, members of the School Board, ministers of the various churches, and prominent citizens of the town. In the center and at the rear sat the chorus of one hundred children from the eighth and ninth grades of the school, under charge of the Instructor of Music in the public schools, Mr. Samuel W. Cole. A choir of boys, of whom Harmanus Neff and Ellis Silver were soloists, sang "Tramp, Tramp, Tramp," which the audience greatly appreciated.

At the back of the stage two large flags were draped on the wall, parted at the center by the portrait of Fisher Ames. This portrait was veiled by a small flag until Mr. Warren began his address. On the

opposite wall, over the main entrance to the hall, hung the three pictures given by Mr. Francis O. Winslow: "George Washington," "Martha Washington," and "God's Blessing."

The Chairman of the day, Hon. Frederick D. Ely, then spoke briefly:—

LADIES AND GENTLEMEN:—I regret to state that the Rev. Edward W. Virgin, whose name appears upon the programme is unavoidably absent. I invite the audience to join in prayer with the Rev. JOHN H. PILLSBURY, Pastor of the Methodist Episcopal Church, East Dedham.

I.

PRAYER.

REV. JOHN H. PILLSBURY.

ALMIGHTY and all wise God, our Heavenly Father: we come to thee on this occasion for thy blessing and inspiration, that we may rightfully appreciate the value of the opportunities which Thou in thy clear vision of our need, hast vouchsafed to give unto us. We thank Thee for the rich heritage of the past, given to us by the noble men and women who by the guidance of Thy spirit did plant so deeply and well the seed of the Republic in intelligence and righteousness. We thank Thee for the close association of the church and the school in their minds and hearts. May we of later days not forget that they are the foundation of all that is best and noblest in our national life. May this house which we now dedicate to the sacred work of guiding the minds of the

young into the secrets of that wisdom which by Thy grace is ever growing with the centuries, and of building up their hearts into noble and wholesome character which shall find its most perfect expression in likeness to Thee, richly fulfil our desires. May its walls ever be sacred to truth and purity. May no sacrilegious foot ever so enter these halls as to guide young and susceptible minds away from Thy truth. May no unworthy lips ever so instruct young hearts within these rooms as to make it easier to turn away from Thee. May those who shall be appointed to the supremely responsible work of inspiring the soul to reach "out from the shores of the great unknown" for the help and blessing of Thy light, be first illuminated by Thy spirit, for this guidance they will ever need. May no slavish fetters so hold them to the past that they shall not hear Thy call to new and increasing revelations of light. May no conceited idea of their own wisdom close their vision to the glorious revelations that are ever opening to the humble seeker after truth. Above all else do Thou imbue us all with that reverence and allegiance to Thee which shall make us wise in those things which can never fail nor fade; that when we shall enter into that light which is unfailing, we shall be able to discern its glory and see its splendor with undazzled eye and increasing joy. May the citizens of this town carefully preserve the rich legacy of the past as a precious and priceless thing. May no blind party zeal be allowed to mar the usefulness of the public school which is so cherished by the true American heart, till it shall lose its time honored place, or be shorn of its power over our children and those of the untold millions who are flocking to our shores. As in the past, so let the common school be the nursery of all that is noble and true among us. Imbue all our hearts with a deep and earnest desire to know Thy truth and to walk in thy ways. And bring us at last into Thine immediate and glorious presence to go no more out forever; and unto Thy name shall be ceaseless praises. *Amen.*

THE CHAIRMAN,—Ladies and Gentlemen, the school chorus, under the direction of Mr. SAMUEL W. COLE, our esteemed teacher of music, will now sing the Dedication Hymn.

II.

ORIGINAL HYMN.

MISS AMELIA M. ELY.

MUSIC—*Samuel W. Cole.*

By SCHOOL CHORUS.

Oh, God, without whom he that builds
Must build in vain, hear Thou our prayer,
This house is Thine, and all within
Can prosper only through Thy care.

Let wisdom dwell within these walls,
And learning hold her sovereign sway;
Here let ambition lead us on
To higher progress day by day.

For-ever-more may Freedom's flag
Wave from this roof, and peace abide;
Let strife and discord flee, and Thou
In storm and sunshine be our guide.

THE CHAIRMAN,—Ladies and Gentlemen, the keys of the building will now be delivered, in behalf of the Building Committee, by a member of the School Board, Mr. FREDERICK B. KINGSBURY.

III.

DELIVERY OF THE KEYS BY THE BUILDING COMMITTEE.

FREDERICK B. KINGSBURY OF THE SCHOOL BOARD.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—The occasion for which we have assembled to-day is a notable one in the history of our native town. The dedication of a school building is not such an infrequent event, but in this case, it commemorates the 250th anniversary of the erection of the first free public school in Massachusetts by the early settlers of Dedham, and this building we might call the direct out-growth of that. The presence of this large assemblage shows the deep interest of the people of the good old town of Dedham in the work and progress of the public schools and the cause of education. It is not for me to speak at length of the historical significance of this event, for other speakers to follow will treat of this in a more interesting manner than could I, even were that the part assigned me. It gives me especial pleasure to take part in these dedication exercises, for in the old Ames School, which you can see from yonder windows, was spent nearly a third of my lifetime.

While comparing the old building with the new, I wish to congratulate the children who will be so fortunate as to pass their school days in this beautiful edifice. Our days in the old school were happy ones. I wish with all my heart that yours may be equally so here. The teachers who have labored so faithfully under the many disadvantages in the old building are also to be congratulated on the pleasant change which it will be for them. This new Ames School building for which the town so generously appropriated

\$50,000 at the April town meeting of last year, and an additional \$8,000 for furnishing, at the April meeting of this year, stands to-day completed, ready for your inspection and judgment.

The committee appointed at that time to have the supervision of the work of construction consisted, as you already know, of Judge Ely (our respected Chairman, Mr. Tuttle, Mr. Wagner, Mr. Mansfield and Dr. Babcock. The two first mentioned gentlemen were singularly fitted for their labors, as they had already had charge, with others, of the construction of the new and beautiful Avery School, the dedication exercises of which we witnessed two years ago. The experience they gained at that time was doubtless of great value in the present work. The beautiful decorations of this hall and the restful tinting of the rooms and corridors are due to the artistic taste of Mr. Wagner. Mr. Mansfield and Dr. Babcock have brought their practical business experience to aid in the work, and I am sure there will be no dissenting voice in the verdict that the result of the labor of these five gentlemen is alike creditable to them and valuable to the town. I am glad to give them the honest praise which they deserve for their untiring and unselfish labors. As a member of the School Committee I have been an interested observer of their work, and I know the many long evenings, often until nearly midnight, which they have spent in connection with the work, and their close supervision during its progress. I wish to mention here the assistance which Mr. Hine, our Superintendent of Schools, has given to the committee in the way of valuable hints and suggestions, and by his close observation of everything in connection with the new building.

The architects, Messrs. Greenleaf and Cobb, whose plans were accepted by the committee from among those of seventeen others, have designed many of the public buildings in the

cities and towns of Massachusetts. These gentlemen have been found careful and courteous at all times, ready with suggestions and thoroughly interested in giving of their large experience to assist the committee. Especially was this true of Mr. Greenleaf, whose practical knowledge as a builder was of immense advantage. The contract for the basement was awarded to Messrs. Shine and Delaney of Dedham, and their work is satisfactory to all.

The contract for the building was given to Messrs. Mead, Mason & Co., of Boston, men of large experience in work of this character, and the building now completed shows that they have maintained the high standard of work heretofore done by them, and shows also the good judgment of the Building Committee in their selection.

The heating and ventilating apparatus are worthy of notice. The work was done by S. C. Higgins of Cambridgeport. It is of the best, and the most modern appliances are made use of, to bring about the best results. The plumbing was done by Messrs. James Tucker & Son of Boston, and this also is of the best and most modern construction for comfort and convenience.

A year ago the old school building occupied the site on which the new building now stands, and the transformation which has taken place commenced directly after the school closed for the summer vacation. I remember very well when I attended school that the teachers carefully took charge of the keys of the building, and it was an especial favor to be allowed to enter before the bell rang, and I did not think at that time that it would ever be my privilege to hold the keys of a school house even before the teachers, but that is my position to-day, and it is a position of which I am proud.

Through the courtesy of the Building Committee I am assigned the pleasant duty of transferring the keys of this new Ames School from their custody to that of the School

Committee, who will hereafter be responsible for the care and maintenance of this noble building. The Building Committee have well and faithfully performed their duties, and it is a pleasure for me, though not a member of that committee, yet in their behalf, to hand to the representative of the School Committee the keys of the new Fisher Ames School.

THE CHAIRMAN,—Ladies and Gentlemen, the keys will now be received by the School Committee through one of its members, who is also a member of Building Committee, Mr. JULIUS H. TUTTLE.

IV.

RECEPTION OF THE KEYS IN BEHALF OF THE SCHOOL COMMITTEE.

JULIUS H. TUTTLE.

MR. CHAIRMAN, PARENTS AND FRIENDS :—In behalf of the School Committee I am happy to receive these keys in token of the trust now committed to our care. This beautiful structure not only reflects great credit upon the architects and builders, and all who were interested in its construction, but it fulfills perfectly the wish of your Board, to furnish the Ames School with a well equipped and commodious building. Warm expressions of approval indicate the complete satisfaction of our townsfolk with this result of the labors of your Building Committee.

Finely appointed in every part, fitted with every convenience for lighting, heating and ventilation, with ample spaces and exits, it will fully meet the demands of the school, and not only be a source of pleasure and inspiration.

to both teachers and pupils, but add new life and vigor to their work. I am glad to express our hearty appreciation of the timely action of the voters of the town in giving money so promptly for the erection and completion of this building. It will stand as a lasting monument to their generosity and their loyal support of the schools and of a noble cause.

The public school is one of the grandest institutions we have. Here, during the education of childhood and youth, associations are formed and influences developed which are needed for the highest growth of a free people and are the vital elements of our civil and social life. Can we do too much to foster whatever tends to strengthen such a power and make it more effective? May we adorn these walls with pictures and casts which will be an incentive to a greater love of the beautiful, of patriotism and noble character, and will make the work here more attractive and helpful. Let us use all the means in our power to keep the standard high, and to do for the boys and girls of the Ames School what hereafter will be of inestimable advantage to them.

V.

ADDRESS OF DEDICATION.

HON. FREDERICK D. ELY.

LADIES AND GENTLEMEN:—We are convened to dedicate this costly and commodious building to the uses of our public schools. This significant event overlooks, as from some commanding height, the quarter-millennial anniversary of the erection of the earliest school-house in Dedham, whose site Commissioners of our beloved Commonwealth have this day honorably marked by an enduring monument. From this height the eye of the beholder is carried far away over the

hills and valleys of the resplendent history of the Republic, clothed with world-renowned victories of war and peace, to the horizon where the risen sun illumines a better day for the human race.

It is the month of January, 1649. Four years before the inhabitants of the town of Dedham, in town meeting assembled, had voted to establish a free school in the town, and had made an appropriation of £20 per annum for its maintenance. So far as I am informed, after diligent inquiry, this is the earliest record of a free public school supported by general taxation. The experiment has proved successful. The erection of a school-house naturally follows. The first mention of a school-house appears on the Selectmen's Book. At a meeting, held apparently June 23, 1648, "a motion made about the building of a Schoolhouse;" and, again, "ye 20 of 9 mo 48" (Nov. 30, 1648), "to propose at Genrall Meeting . . . school house to be built & a watchhouse." Next in the town records is the following:—"1648. At a Genrall Meeting of towne . . . A schoole house & a watchouse. is resolued to be built this next yeare the care whereof is left to the select men." This meeting was held in January, 1649. Turning again to the Selectmen's Book, we find this record:

11 mo 15 48 [Jan. 25, 1649.] Assemb: Hen Chickering Joh. Kingsbery. Joh Dwight. Tho Wight. Fra Chickering. Joshu. Fisher & Elea: Lusher. [Names of the Selectmen elected earlier in the same month.] A schoolehouse to be built as followeth. together wth a watch house the length 18 foote being 14 foote beside the chimney. the widenes 15 foote. the studd 9 foote betwixt Joyns. one floore of Joyce: 2 convenient windowes in the lower roome & one in the chamber. the plancher layed. the floore planked. the stayers made. the sides boarded. featheredged & rabbed. the doores made & hanged.

The watch house. to be a leanto set at the back of the chimney sixe foote wide. the length thereof 2 foote & one half mor than the

house is wide. so placed that the end ther of may extend past the corner of the house so that the watch may have an aspect 4 seuerall wayes. & open windowes therin suitable to a watch house & couered wth board. vp to thos windowes. & vpon the roofe. & a mandle tree hewen & fitted for the chimney.

For purposes of comparison I may say that three school-houses of that size could be placed on the floor space of one school-room of this building, and leave ample room for the watch-house.

In 1648 the valuation of the dwelling houses in the town of Dedham was £1019. 15s., owned by 76 persons. In 1649 the rate of taxation was 2d. per £. The town rate or amount of assessment was £33.13s.4d. The payments of the town were £27.1s.2d, of which one was "to Job Thurston for worke about the schoole house £11." On the same page are: "pd to an indian for killing a wolfe 10s. for three wolves killing in Towne £2 10s." Other items which appear to relate to the building of the school-house are the following :—

1 of y^e 7 mo 1651 . . . Br Dwight is requested to treat & conclude wth a workeman for y^e shingling y^e schoolehouse

Serg^t Fisher & Eleazer Lusher ar requested to treate & conclude wth a workman or workemen for y^e building of a chimney in y^e schoole house

30 of y^e 10th. 1651 . . . Accounts to be presented at y^e generall Meeting . . . for building the schoole house chimney 3—0—0 . . . for Boards nayles schoole house &c: 1—8—0 . . . Due to Willm Euerey for nayles for y^e School house as apeere by his Bill 0—17—3

12 of y^e 11mo. 1651 . . Henry Smyth is assigned to pay out of Meadfield Rate vnto Tho: Batterly in pt for shingling y^e Schoolehouse 1—18—7

How vividly these ancient records, now made accessible to every citizen by the industry and public spirit of our townsman, Mr. Don Gleason Hill, picture to us the men and

scenes of those early colonial days. As we read, the landscape seems to obey the command of the poet :—

Wide over hill and valley spread,
Once more the forest, dusk and dread,
With here and there a clearing cut
From the walled shadows round it shut;
Each with its farm-house builded rude,
By English yoemen squared and hewed,
And the grim flanked block-house bound
With bristling palisades around.

In this village, less than one hundred houses, rudely constructed and barren of every comfort or convenience, furnished shelter to the families of the settlers. Fields imperfectly reclaimed from the primeval forest, dotted with rocks and decaying stumps, were the scenes of his daily toil. In the surrounding wilderness ranged the stealthy and cruel Indian and the prowling wolf. Prudence demanded a never ceasing watchfulness. Bare subsistence was only achieved by diligence and the severest labor. And yet, these plain men, in common with their fellows in neighboring localities, cut from the quarry and shaped into comeliness and beauty, the granite foundations on which the Commonwealth, with all its majestic proportions to-day rests. Truly we must view with admiration and respect the founders of our State. What nobility of character! What fertility of resource! What courageous determination in the face of known and unknown dangers! What far-seeing, almost prophetic comprehension of the future needs of the people! In awarding them due credit for what they were and what they did, the establishment of a free school stands easily first — first in generous sacrifice for coming generations, first in forethought, and first, eminently first, in originality.

Education, the scientific development and training of the mind, was no new thing. Egypt and Judea, and Greece and

Rome, each had its teachers and scholars, priests and prophets, philosophers and orators, men who stood high enough above their fellows to be seen by later generations, have come down to us as teachers, or have left on record their appreciation of mental culture and training. The Middle Ages had its monasteries and universities. As time rolled on, a growing sense of the importance of learning manifested itself, and in certain limited areas the germ of popular education appeared. Yet at the beginning of the 17th century education was mainly confined to the few,—to hereditary rank and titled privilege, to those of wealthy or well-to-do parentage, or to those remarkable persons whose powerful minds and wills overleap every barrier in pursuit of the object of their desires.

It was reserved for the English emigrants, first, as we believe in our own town, and, three years later, by an ordinance of the General Court, to establish schools maintained by the public moneys for the education of all the children. It was a great event, one of the greatest recorded in the annals of the race. It did all that human power could do to make each person the equal, in fact as well as in theory, of every other person. It secured the public and private safety and felicity under a frame of government without a king or hereditary rulers, or standing army, strong and enduring in the virtue and affections of the people. It anticipated by 150 years the injunction of Washington in his farewell address: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." It prompted Edward Everett to say: "Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant." One of our most eminent scholars and statesmen has said: "What made the Revolution a foregone conclusion was the act of

the General Court, passed in May, 1647, which established the system of common schools."

Our first school-house stood on or near the spot where the front of the Unitarian vestry now stands. Its earliest successor was built in 1695 by one John Baker. In the building contract the Selectmen agree that said Baker shall receive of the town of Dedham 20 shillings in money at the time when said school-house is raised, and £15.10s on the 25th day of February next, to be paid in corn, in rye, at four shillings per bushel, and Indian corn, at three shillings per bushel, and so much as shall be paid of this £15 10s in money, the said John Baker shall abate one-fourth part thereof: he is also to receive the old school-house, with what belongs thereto, and the stone and clay of the town lying by it.

Complaints as early as January 21, 1680, began to be made that this school-house was deficient and uncomfortable, but no decisive action was taken until March 8, 1694, when the Selectmen agreed with John Baker to build a new school-house. This school-house was used by the town for more than a half century, but was for many years unsatisfactory.

At the general town meeting, March 1, 1724-5, it was put to the town meeting whether they will have the school-house removed unto the foot of the training ground. Voted in the affirmative. It was further proposed whether they will choose a committee to view the old school-house, to see whether it will be worth repairing, and to remove it, if it be; otherwise, to erect a new one forthwith. Voted in the affirmative. At the general town meeting, May 10, 1725, voted to annul the vote to remove the school-house. Voted to repair the school-house forthwith. May 11, 1730, the town refused to build a school-house in any part of the town. May 12, 1747, the town refused to rebuild the old school-house. March 12, 1750-51, the town voted to accept the report of a committee

to build or repair five school-houses, and, May 15, 1751, reconsidered this vote. May 20, 1754, the town appointed a committee to sell the old school-house. This committee delayed action for a year, and on May 19, 1755, it was directed by the town to sell the old school-house for the most they can get for it, the purchaser to be obliged to take it from the place where it now stands immediately. The committee reported on May 26, 1755, that they had sold it to Nathaniel Kingsbury for 18 shillings. A new school-house was erected on the same location, and was first occupied by the school on Oct, 24, 1755.

This was the last school-house erected by the town, in this village, until it built the one in which we are now met. But the Statute of 1899, chapter 66, having clothed school districts with the power to raise money for the erection and repair of school-houses, the Middle School District of the First Parish in Dedham, at a meeting held May 25, 1801, voted to dispose of the old school-house, and chose a committee for that purpose, of which Hon. Fisher Ames was a member. They also voted to build a new school-house on the church lot near the meeting-house, and chose a committee of seven, of which Hon. Fisher Ames was one, to agree on the best methods of procedure, and report. This committee recommended a new school-house, 42 feet in length by 24 in width, and 24 feet in height of the stories, to be two stories, with a cellar under the same, the cost not exceeding \$1,500. This school-house was built of brick.

In 1820 a controversy arose concerning the title of the land on which the school-house stood. A suit at law followed, which resulted in the payment of \$1,064.94 by the First Parish to the Middle School District. The district then took a lease for 999 years, from St. Paul's Episcopal Church, of a lot of land on School Street, at an annual rental of \$16, and in 1822 erected a school-house, 56 feet long and 26 feet wide,

thereon, at a cost, including the bell and belfry, of \$1,521.89. In 1837 this school-house was "raised and a story put under it at a cost of \$1,473.22." In 1858-9 the district erected the school-house lately standing on this lot where we now are, at a cost, including the lot of land, of about \$17,000. It was dedicated with interesting and instructive ceremonies on May 18, 1859. The school-house and lot of land on School Street was sold to the late Enos Ford, Esq. The building was moved nearer to the street, and remodelled into a block of two dwelling houses.

The school-house whose completion we celebrate to-day has been erected at a cost, including fixtures and furniture, of about \$58,000. In behalf of the Building Committee I may be permitted to say that we believe it to be, in strength and durability, in the arrangement of school-rooms, entries and stairways, in safeguards against the spreading of fires, in lighting, heating, ventilation and sanitation, as complete as the most approved modern construction can make it. The health and safety of the children have held the foremost place in the thoughts and efforts of the committee, the architects and the builders. The colonial style of architecture was selected, not more for its beauty than for its marked appropriateness to a school almost co-eval with the Colony of Massachusetts Bay.

We have referred to the past. That is secure in the affection and gratitude and admiration of the people. The future is before us. We go forth to meet it with courage and cheerfulness and inspiring hope. This building, planted on a spot of earth consecrated by forty years of faithful service to the people's school, attracting, as with a magnet, the notice of the passerby, by its noble proportions and simple, but graceful embellishments, abounding in beauty, and bearing above its principal portal the name of Dedham's greatest statesman and orator, stands, and will stand, a lasting and conspicuous monument of the liberality and public spirit of our citizens, and

especially of their devotion to the cause of public school education, while, underlaying its foundation and permeating its whole structure, is the precious, the priceless truth, that it is and will ever be for the use, the benefit and the improvement of our children, of those dear children whose sweet voices contribute so much pleasure to this occasion, and their schoolmates and those who shall come after them.

May it be a source of blessings and untold benefits to them. And let them always remember that as they largely receive the best that the town can give, a corresponding obligation rests upon them, and that as they, with alacrity and cheerfulness, accept and fulfil that obligation, blessings and benefits will come to them. Let them preserve this building as they receive it, in all its purity and neatness and beauty. Let them respect their teachers, and voluntarily comply with wishes and requirements. Let them faithfully and diligently pursue their studies. So shall they be honored and respected by all that know them. So shall they be able to look the whole world in the face. So shall they, when school days are past, seek positions of honor or emolument, and not be disappointed. Let no child in Dedham be

the whining school boy, with his satchel
And shining morning face, creeping like a snail
Unwillingly to school.

Let him, rather, come with swiftness, and grapple the problems of each day with the zeal and courage and strength of an athlete. So shall each day close in contentment and satisfaction, and every morrow's sun reveal paths to higher and grander achievements.

Let no child in Dedham look with disdain upon his teachers, or think that his ways are better than their ways. Let him not think that he can better prepare himself for the duties of life without them than with them. Let not his eyes be dazzled by narratives of self-taught men who have risen to

high altitudes in learning, in business or in statesmanship. Honor and praise is justly given to such men. But it should never be forgotton that they rose to fame despite their lack of teachers, not in consequence of it, and that the history of the world conclusively shows that, in the absence of schools and teachers, the mass of mankind has not the strength of mind or will to teach themselves. Ben Jonson says: "Very few men are wise in their own counsel or learned by their own teaching; for he that was only taught by himself had a fool for his master." In this thought centers the supreme value and influence and significance of the system of public schools established in Massachusetts. It does for the great body of the children what they could not do for themselves, and sublimely equips them for the duties and responsibilities of life.

VI.

SONG.

Speed Our Republic.

BY THE SCHOOL.

THE CHAIRMAN,—Ladies and Gentlemen, the first action concerning the erection of a school-house in this town was taken by the Selectmen at their meeting held June 23, 1648. It is therefore fitting and highly gratifying to the Building Committee and the School Committee that our Board of Selectmen is represented on this occasion. I have great pleasure in introducing to you the Chairman of the Board of Selectmen, DAVID NEAL, Esq.

VII.

ADDRESS.

By DAVID NEAL.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—On this occasion I shall address most of my remarks to the school children, as they may be interested in knowing under what different conditions from those of to-day many pupils of a former generation were placed in regard to school accommodations and methods of teaching. In the year 1648, in town meeting assembled, it was voted that the Dedham selectmen build a school-house and watch-house in connection therewith, and in the following year the vote of the town was carried into effect.

I suppose the reason that we now have a watch-house (or lockup) so near the school-house is to commemorate that ancient vote of the town; but we hope some day to break away from that ancient act, and have the watch-house of to-day removed from its present location.

I think the school-house in which I attended school in my boyhood must have been somewhat in the style of the ancient one in Dedham; with the exception of the roof one might easily put it in this hall and have a bicycle path around it. Perhaps the scholars would like a description of the same. On the floor was a portion on which we stood when we went forward to spell, raised about eight inches, which we had to toe in line. A few feet back of this line were timbers laid running to the back of the room. The rear ends were raised about two feet, and on these were built the seats and desks, made of pine and accommodating two persons. The desks had no drawers but the covers had hinges by which they could be raised, and many a desk had receptacles for the imprisonment of bees, which we caught and put in at noon-time;

perhaps we sometimes made the pens in school hours with our sharp pointed knives.

I think the scholars of to-day can hardly conceive of our learning penmanship with goose quills, but such was the case. Those who could get a few coppers (and they were scarce then) would buy some Dutch quills which were much better than the common goose quills. We did not have a janitor to repair our pens in those times but the teacher did it for us. The teacher's implements of offence and defence were somewhat different from those of to-day. We had one very mild gentle teacher who was accustomed to punish the unruly ones with an instrument which some of the experienced scholars called a leather judgment. It was a tube made of soft leather about 18 inches long, and an inch and a quarter in diameter, and stuffed with fine hair ; you can judge it was quite a formidable weapon, and woe to the urchin who came in contact with it.

Now comes the heating of the house. We had a brick fire-place that would take in sticks of cord wood length. The wood was hard and green and drawn in sled lengths. We took turns in preparing the same for heating the house next day. The teachers very often boarded round the district, one week with each family ; this was in order to have the term as long as possible. They had to live on fresh pork a good part of the time, for the farmers had but little fresh meat, and each one would keep his pig until the teacher came ; so by the time he had gone the rounds of the district he felt quite hoggish, and that I may not be classed as such myself, I will no further encroach upon your time.

THE CHAIRMAN,—Ladies and Gentlemen, I am sure that the person whose name appears next on this programme needs no introduction to any man or woman in this town. Wherever and whenever good

work is to be done for the church, the school, or the town he is always ready. I well remember that when I was disappointed by the declination of two prominent speakers on the occasion of the dedication of the Avery School-house, at the last moment I invited Mr. Seabury, and he came to my help. I have always felt grateful to him for his assistance. I have the honor of introducing to the audience, the Rev. JOSEPH B. SEABURY.

VIII.

ADDRESS.

REV. JOSEPH B. SEABURY.

The Church and the School.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—It was Edmund Burke who said, “Education is the cheap defence of nations.” In contrast with the costliness of war, education is inexpensive. But in itself considered, it is one of the most costly of our national defences. Nothing costs more of time, attention, thought, money and sacrifice than education. This temple of learning, the ripe, consummate flower of the best thought of the age, is more costly than is expressed in the liberal appropriation of the town for its erection and equipment. I, therefore, appeal to the pupils of this school to protect this building. It is *your* property. Guard it from defacement; protect it as you do your father’s dwelling. It is in a sense sacred, for its ends are sacred.

There are two occasions in our current life which bear a close resemblance to each other,—the dedication of a meeting-house and the dedication of a school-house. Each of them is

the expression of the will of the people, their high aims, their noblest impulses, their most ample provision. Education is a part of each, both intellectual and moral. The evolution of ecclesiastical architecture has kept pace with that of educational architecture. We long ago passed out of the age when our fathers were satisfied with a school building or a church building eighteen by fifteen feet. To-day, this splendid colonial structure, and yonder church, of Gothic beauty, are of one fabric, the simultaneous progress of religion and education. What is the relation of the church to the school?

(1.) Regard it in a *grammatical* sense. It is a relation of orthography. We may picture that faithful and scholarly minister of the South Parish, the Rev. Thomas Balch, making his customary visit to the village school on a Monday morning. He has come to catechise the children on the sermon of the previous day. He proceeds to a lesson in spelling: "Spell orthodox." A boy stands, and, with trembling voice, says, "Aothordocts." (I am dealing with a grammatico-historical fact.) Imagine the chagrin of the dignified parson. There in that little school-house, religion and education stood face to face. The people of South Dedham long ago recovered from their bad spelling, we are glad to say. They have never recovered from their orthodoxy. A boy, later a member of this school, was listening intently to an account his mother was giving of the electric lights, their origin and brilliancy. When the story ended, he said to her: "What kind of lights were the Israelites? Were they anything like the electric lights?" Correct Biblical history and good spelling must not be divorced, under penalty of going to the foot of the class. I venture, in a parenthetical way, to suggest in passing that there is between the church and the school a relation of syntax. The church teaches the doctrine of sin, ("syn," old style,) and the town proceeds to levy a tax on the

people for the support of the public schools, lest they come under condemnation of conscience.

There is a serious and vital connection between the church and school in the matter of etymology, which treats of "the classification of words, their derivation and inflection." The nouns of religious knowledge set forth verities which are paralleled in the world of pure education. Truth, justice, creation, the body, the mind, the spirit, open up a boundless field in religion and in education, as well. Arithmetic and geography are exact sciences ; so is natural law in the spiritual world. The church holds up to the reverence of man the personal pronouns "Thou" and "Thee." Deity himself inspires that instruction. It is the mission of the school to teach respect for the principles that underlie all accurate knowledge. The verbs of thinking and searching in religion find a parallel in education. The adverb, "verily, verily," of the Gospel is echoed in the authority of the school. I challenge you to produce an act of the mind in religion that does not find a sphere in education. Even faith, the supreme act of the soul, and whose initial step is imagination, is constantly called into play in acquiring an education ; faith in the integrity of the men who compose our text-books and the accuracy of statement on the part of those who are the instructors of our children.

(2.) We may consider the relationship in an *ethical* sense. The church and the school are one in their purpose. The first school session in the town was held in the meeting house. Its infancy was cradled under the fostering care of the church. The aim of the church is to build up manhood, to elevate, to develop character, to start the young upon divergent lines of growth. The great desideratum in education is not knowledge ; it is the acquisition of power. Not until the entire boy and girl, soul and body, ripens into manhood and womanhood, is education attained. To-day the

church is called upon to deal with education as a commanding ethical question. She joins forces with the school in bringing to bear upon the intellect and heart the great issues of life, the problems of state, the analysis of the confusing affirmations and negations of science. Religion and education are the two foci of the ellipse of modern thought. We are bound to keep them in a close and vital affiliation, or we have an education that is distorted and a religion that is insufficient.

The first significant word of our historic church is the word "covenant." At the close of the first seven years of the school history of Dedham it is recorded that "the time of the covenant in ye schoole keeping is expired." It was a covenant of devotion to the well-being of the young. In that service our noble town fathers were experienced. It demanded and received their unwearied attention. No education is capable of absolute perfection in this world of intellectual treasure. A true education is always in its earlier stages. "Thou shalt teach them diligently to thy children" is a motto for the fireside and also for the schoolroom. The teacher of morals and religion must be endowed with patience and continuance in well-doing. In this respect his work finds sympathy in the school-room, where assiduous and loyal work is always held at a premium. Dr. Holmes once said: "There is a little plant called reverence in the corner of my soul's garden which I love to have watered once a week." There is in the corner of every child's soul garden a plant called knowledge. It needs patient watering five days in the week, and five hours each day.

Equality is an element in this relationship. In the words of Beecher, "the children of all nations of the earth go into our common school and come out Americans." The school levels, blends, harmonizes. The high and the low sit side by side; cultured and unrefined households send their children to the

same school, and they are trained in the same curriculum of study. This thought was forcibly brought out by Mr. Hill in his address this forenoon, and by Judge Ely this afternoon. The rich and the poor meet together ; the Lord is the maker of them all. With such high aims as are open to popular education, Dr. McGlynn's utterance is worthy of our adoption : "I thank my God for the existence of the public schools." They are the nursery of patriotism, the fostering mother of citizenship. They stand shoulder to shoulder with the church in developing a manhood and womanhood worthy of our republic.

In the year 1809 two boys were born, one on American soil, the other on English. They were both destined to be great. The one was a child of poverty ; the other of wealth. The one was the son of a common farmer ; the other inherited noble blood. The one was educated by the diligent use of five books and contact with the world of action and competition ; the other was a graduate of Oxford University with the highest honors she could bestow. Of her he spoke in his last days with the affection of a son for his mother. The one rose to the head of our government, wearing its supremest honors ; the other four times graced the premiership of England. The one died a martyr by the bullet of an assassin ; the other a martyr to a long and cruel disease. The one lies buried in a simple grave in a Western city. The other was lately laid to rest in the great Abbey with imperial honors. Is it presumptuous to ask who was the greater, Lincoln or Gladstone ? Our answer is, considering the obstacles he met, Lincoln. In these two men blend the sublimest elements of character. The extremes of station, of opportunity, of promise, meet in these two representatives of our modern civilization. The church and the school, working side by side, are appointed to produce out of the flexible material of our youth statesmen

and educators, jurists and merchants, of whom the nation shall not be ashamed.

THE CHAIRMAN,—Ladies and Gentlemen, four years ago, a young man came to Dedham and applied to be appointed principal of the Oakdale School. It so happened that the vacancy had been filled. He then asked the Superintendent of Schools what school he could give him. The reply was that the only vacancy was in the Endicott School, an ungraded school with a small salary. The young man said, “I have fitted myself to teach school. I desire to teach in Dedham, and I will take the Endicott School.” We soon found that we had a prize. He is now head master of the largest school in Dedham. I know that it will be pleasing to the parents and pupils when I introduce to the audience the Principal of the Ames School, Mr. FREDERICK W. SWAN.

IX.

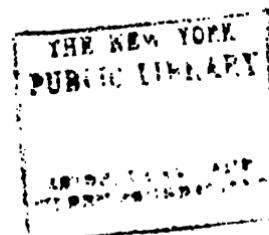
ADDRESS.

FREDERICK W. SWAN.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—No one is more glad upon an occasion like this than they who are to reap the results. I am sure that I express the thoughts of every teacher and scholar when I say that we are very proud of this beautiful building, so commodious and so well equipped ; and very grateful to the citizens of Dedham who have made it possible for us to enjoy it. I cannot imagine that one of us will think of missing a single session, if able to attend. A mis-

THE MASTER'S ROOM.





sionary told me of a scheme that she used in order to promote the regular attendance of her boys. It is simply this. A month's perfect record was rewarded by the prize of a green cotton dress. I do not expect that it will be necessary to provide any in our case. One of the boys of the mission received a dress. Putting it on he ran for home, carrying in his hand a piece of paper upon which he had written his name. He went to his father for approbation. The dress surely was astounding, but upon being informed that the paper contained the boy's name it proved too much for the chief, who had never seen writing before; he fell, fainting. Mr. Chairman, I have heard of no such case in Dedham.

Not only is regularity a cardinal virtue, but also punctuality. Hamilton, at a certain time Washington's secretary, came to the general's office one morning a minute late. "Sir," said Washington, "either you must get a new watch or I a new secretary." Promptness is of even more importance to-day than at that time. A feature in the building which I hope will be of aid to us, when I attempt to teach the value of time, is the electric clock system. I hope also that this new plant will prove so magnetic that the parents will frequently visit us. I am a firm believer, both by theory and from practice, that at least fifty per cent is added to our efficiency when the parents are acquainted with the teachers. These four, beautiful environments, regularity of attendance, punctuality, and a closer relation between home and school, are among the essentials of our public school system.

Our aim is to educate. To-day, more than ever before, do we realize the value of knowledge. It is said that of the young men in the United States, but one per cent are college graduates, yet fifty-eight per cent of the official positions in our country are occupied by university men. During one of the Napoleonic wars, a certain French soldier received a bullet wound. When the surgeon probed for the bullet, the

soldier said, "Go a little deeper, and you will find the Emperor." What is it that gives our country its high rank among the nations? What is it that is to make us triumphant in this present war? Is it bravery? The enemy are brave. Is it coal? Is it the number of torpedo-boat destroyers, or the success of a bond issue? Yes, in part. But go a little deeper! It is the superior intelligence of the American people. The reason for this is the high standard of education maintained. It is the trained intelligence of our people, from President to public school pupil, that insures us of victory.

Is it not therefore fitting at this time to dedicate this building to the promotion of knowledge; bearing as it does the name of one to whom so much of honor is due, and surmounted as it will be by the flag of his and our country? May the earnest and enthusiastic spirit of Fisher Ames, like the red thread which runs through every piece of cordage in the English navy, be woven into the lives of all who shall enjoy the privileges of this public school. May our standard be so high that it shall ever be deemed an honor to be a member of the Fisher Ames School.

THE CHAIRMAN,—Ladies and Gentlemen, When the Building Committee advertised for competitive plans for this building, seventeen of the leading architects of Boston responded with plans. All were good; many were excellent. But the committee, after very careful consideration, were unanimously in favor of the plans submitted by Greenleaf and Cobb. They have superintended the erection of this school-house. It is the best testimony of their skill as architects. But our Committee desire me to say that it is not

alone their skill as architects that they desire to commend, but their unfailing courtesy on all occasions, their thoughtful attention to every suggestion of the committee, and Mr. Greenleaf's unwearied diligence and watchfulness in an almost daily examination of the work as it progressed. I had hoped to hear a few words from Mr. Greenleaf, but he tells me that he can build school-houses but cannot make speeches. I believe, however, that we are indebted for the plans largely to Mr. Cobb. He will now address you. Mr.
ALBERT W. COBB.

X.

ADDRESS.

ALBERT W. COBB.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—Or, perhaps I may be permitted to use a broader expression, and say, "People of our Country." It is a high privilege to take part in ~~this~~ consummation, this dedication of a building that stands not only as a model public school, but as a noble memorial to Dedham's honored son, who stood by Washington in his grand work of founding this Nation. Speaking in behalf of my associate, Mr. Greenleaf, as well as myself, it has been a privilege for us to work with your energetic, sincere, public-spirited Committee in perfecting this noble edifice; and we are grateful for the good words said for our part of the work. My allotted subject for this occasion is: "The development of the American School-house." First. The development of its practical details and its value as an instrument of right education. Secondly. The development and value of its archi-

tectural adornment. I find, however, that some material which I had prepared, describing the first school building in Dedham, built in 1649, has been presented by your honored chairman, and therefore that is his pasture in which I will not trespass. Another stage of the development of school-houses has been presented by Mr. Neal in the reminiscences which he has so feelingly given. Therefore I will take up a later stage in the development, and describe the Boston English High School, on Bedford Street, which I had the privilege of attending from 1870 to 1873. Regarded at one time as a model building, it was really a fire-trap, four stories in height, its assembly hall, in the top story, reached by a marvellous spiral staircase. In winter, with the windows closed, two furnaces in the cellar sent hot air in at the floor of each schoolroom ; a vent near the ceiling let this hot air directly out again, while the heavy carbonic acid gas settled near the floor ; and in this atmosphere the young idea had to shoot as best it could.

Now, in this noble Ames School you behold the development since that time,—from 1873 to 1898,—25 years. The scientific system of heating and ventilating, and all the other details that make up this model building, have been well described by preceding speakers, and we can all inspect it and see for ourselves the practical features which make this edifice so valuable an instrumentality for right education of the young. And we should also consider how the Commonwealth aids directly in this work of perfecting this high standard of school building ; how the State inspector's department works carefully with architects and committees to produce the best results.

Taking up now the development and value of architectural adornment, there is one feature of this Ames School which calls for especial notice. It is the grand entrance arch and tablet, a feature to which the committee and architects

have given the most earnest attention. Let me rehearse the inscription to you: "1644-1897. Ames School, named in honor of Fisher Ames, a native of Dedham, a wise statesman, and a friend of Washington." Then, on the entrance arch itself, on the keystone at the centre, is the Star of Union; on the right, as the inscription faces the observer, is the word Nation, and on the other side, State,—the two elements of the sovereign Nation and the State, which together make up our glorious Union. Then look up to the Star Spangled Banner, floating aloft over all, and heed the lesson. Now, after more than one hundred years of trial and strife; now, in these present days, when we see, from East and West, North and South, our people, obedient to the President's call, rallying to the standard of our country, we realize, and the world realizes, that the hope and labors of Washington and Ames and Revere and Hamilton and Jay and their compatriots have been fulfilled at last,—that the United States is indeed a Nation. And there comes upon us with overwhelming power the significance, the force, the spirit of divine prophecy in those words of Washington the Father of his Country: "Let us raise a standard to which the wise and upright can repair. The event is in the hands of God."

XI.

SONG.

Tramp, Tramp, Tramp.

BY THE SCHOOL.

THE CHAIRMAN,—Ladies and Gentlemen, The citizens of Dedham appreciate the honor of the

presence on this occasion of the Hon. Frank A. Hill, the Secretary of the State Board of Education. Once before, at the celebration of the 250th anniversary of the founding of the Free School at Dedham, he was present in Memorial Hall, and delivered an eloquent and instructive address, which is still fresh in the memories of our people. I have now the honor of introducing to you, HON. FRANK A. HILL.

XII.

ADDRESS.

HON. FRANK A. HILL, LITT. D.

SECRETARY OF THE STATE BOARD OF EDUCATION.

[Mr. Hill spoke without manuscript, addressing his remarks chiefly to the boys and girls of the school. As he was not aware until some months after the event that a record was wanted of what was said and done, a full report of his remarks is not now possible.]

He said in part that the pupils of the Fisher Ames School had a larger share in the dedication of their beautiful building than they thought. There is a dedication of deeds as well as a dedication of words. That of words was then going on; that of deeds was yet to come. Grant to the speakers all the ability and eloquence of Fisher Ames himself, the work of dedication was something they could not complete. Lincoln noted these two kinds of dedication in his immortal address at Gettysburg in these words:—

But, in a larger sense, we cannot dedicate—consecrate—hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or

detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

Everything worth dedicating at all is worthy of this double consecration. Which is the grander of these two sorts? Which of them can be the better spared if one must be omitted? Which fits better into the great aim of the Fisher Ames School?

Two thoughts the speaker commended to the school if would do its part well in this work of dedication. The first thought was this: the immeasurable importance of consecrating school attainments to noble uses. Of what real use is it to read, if one is to read only bad books; or to write, if one is to write only ignoble thoughts; or to cipher, if one is to figure out only dishonest gains? And the second thought was this: the equally great importance of consecrating the school life to noble citizenship. It matters not how young they are, or whether they are ever to become voters or not, boys and girls are citizens while they are in school. There it is in the Constitution of the United States,—that every man, every woman, every boy, every girl, every child in its cradle, every person born in the country, every one except the alien is a citizen of the United States and of the State in which he lives.

When does citizenship begin? It begins when manly boyhood begins, when womanly girlhood begins. Not a trait of honorable citizenship in the larger life beyond the school can be mentioned that has not its close and precious parallel in the schoolroom. If they would contribute to a healthy public spirit in the State, let them begin by contributing to a healthy public spirit in the school. Whatever the graces or the vices of citizenship in the older and larger life of the community, let the boys and girls exhibit the corresponding graces, avoid the corresponding vices, in the younger and smaller life of the school.

THE CHAIRMAN,—Ladies and Gentlemen, I have a bit of news for the audience which I am sure will be news to you when I state it, although if you had turned your backs to the stage since you came in, it would have been no longer news to you. The three costly and attractive pictures which adorn the rear wall of this hall are the gift of our respected Representative, Francis O. Winslow, Esq., of Norwood. In behalf of the citizens of Dedham, and especially of the School Committee and the teachers and pupils of the Ames School, I thank him very heartily for his generous gift. I trust our friend and neighbor will allow me to further trespass on his good nature by introducing him to this audience, FRANCIS O. WINSLOW, Esq.

XIII.

ADDRESS.

FRANCIS O. WINSLOW.

REPRESENTATIVE TO THE GENERAL COURT.

[Mr. Winslow spoke without notes, and the leading thoughts of his speech are given below.]

Mr. Winslow spoke of the early school days, the contrast in the school work of to-day, and the energy and success with which the girls were pushing the boys to the wall in matters of education and in the business world. He urged the emulation of the virtues of Martha Washington and the courage of the Father of our Country. He closed by giving to the school three beautiful pictures which had been hung near the entrance to the hall.

XIV.

SONG.

The Roll of the Lively Drum.

BY THE SCHOOL.

THE CHAIRMAN,—Ladies and Gentlemen, until the first meeting of the Building Committee I had not met Mr. Jacob Wagner in any matter of business. I only knew him as a townsman and acquaintance, but I at once found him to be an extremely valuable member of the committee, and in certain lines of the work almost indispensable. While he was a man willing to take his full share of the work and of sound judgment in all matters that required our attention, his well-known skill and taste as an artist gave us a strength not usually found in building committees. The beauty and fitness of all the decoration of this building we owe to him. In addition to our other obligations to him, he has painted and now presents to the school a portrait of Fisher Ames from an original portrait by Stuart, owned by the mother of Hon. Henry Cabot Lodge. I had hoped that we might hear some words from Mr. Wagner, but I find that his genius as an artist is only excelled by his modesty. The portrait will now be unveiled and received in behalf of the town by our friend, and the friend of the school, who will deliver an address on the life of Fisher Ames, the Hon. WINSLOW WARREN.

[The portrait was unveiled by Masters James S. Delaney and Alfred Neas, pupils of the School.]

XV.

ADDRESS

UPON RECEIVING, IN BEHALF OF THE TOWN, THE PORTRAIT OF
FISHER AMES, PAINTED AND GIVEN BY JACOB WAGNER
MEMBER OF THE BUILDING COMMITTEE.

HON. WINSLOW WARREN.

THIS noble gift to the town of Dedham and to this temple of learning which bears an honored name, is something more than a fine and beautifying work of art, for it happily recalls to us the intellectual and benignant features of Dedham's most distinguished son, who was not only a great scholar and orator and statesman, but a great citizen. Fisher Ames, whose memory is perpetuated upon this living canvas, and in this building dedicated to high scholarship and to the blessings of free public education, was a grand example of all that is best in American citizenship, and most worthy of the aspirations of American youth.

His deeds were not those of arms, his fame was not sounded by trumpets of victory, nor borne aloft by the stirring sounds of war; but he was a patriot who gave his best intellect and energies and life to the service of his country, and who took a leading and important part in establishing our system of government upon a sound and enduring basis. It is strange in this whirling modern life, how fleeting is the fame of our most distinguished men. It is probably true that very few of the present generation in Dedham know much about Fisher Ames, or at all realize how great a man he was, or how great an honor he brought to his native town by his brilliant political career during the important period just succeeding the American Revolution, and yet, among orators and statesmen of those days, he was

probably the foremost from Massachusetts, and surpassed by few in the whole country.

He was born in Dedham, not far from where we are now assembled, April 9, 1758, and was the youngest of four sons of Dr. Nathaniel Ames and Deborah (Fisher) Ames, both of them descendants of the sturdy English stock that planted and builded Massachusetts. His father, Nathaniel, was an eminent physician, scholar and scientist, and his mother, also of marked cultivation and force of character, so that it is easy to see where Fisher acquired his literary taste and fondness for study. From both, too, he inherited his positive convictions, his high sense of duty, and his intense hatred of everything low and mean. His constitution was always delicate, and from early life he had to struggle against physical infirmities which sorely handicapped him in his race for honor and fame. His father had enjoyed an extensive medical practice in Dedham, but had not been successful in the acquirement of property; and upon his death, when Fisher was but eight years of age, left a large family in somewhat straitened circumstances; the early education therefore of this youngest son was necessarily somewhat desultory, and chiefly from home instruction by his mother, supplemented by the valued teaching of Rev. Samuel Haven, the distinguished scholar and preacher of Dedham.

He entered Harvard College in 1770, and graduated with honor just at the breaking out of the War of the Revolution, in 1774, at the age of sixteen. Too young and too frail to take an active part in the field, although he is said to have served one campaign as a soldier in southeastern Massachusetts and Rhode Island, he watched with interest the stirring events of the war, was intimate with many of the distinguished men who directed civil and military affairs, and imbibed from their example those principles of patriotism and virtue he was afterwards to illustrate in his own life. His

scholarly tastes marked out for him a professional career, and after teaching school a few years he entered the law office of the Hon. William Tudor, then prominent at the Bar of Boston. In 1784 he opened a law office in Dedham, but though maintaining an honorable distinction, it does not appear that his practice was ever extensive, and it is probably true that he was more a student of the science of the law than an active and successful practitioner.

His natural taste for controversial politics early led him into that field, and he became a frequent contributor to the newspapers of the day, where the vigor and force of his style and his able discussion of important questions attracted wide attention and greatly extended his acquaintance and influence. In local town affairs he was an active and intelligent worker, and in the town meetings early displayed that oratorical power and skill as a debater which later was to win him fame. In 1788 he was chosen a member of the Massachusetts Legislature from Dedham, and a member of the Constitutional Convention to ratify the Federal Constitution. In this latter body were the most eminent and ablest men of the State, and the debates were of profound interest, and at times exciting and earnest. It was no small test of the powers of a young lawyer to be pitted against, or to work in harmony with, such men as composed this Convention, and all his learning, his oratory and his sound judgment were called into play during its sessions. His success was immediate and remarkable, and resulted in his selection by the Federal party as a candidate to contest the seat in Congress for the Suffolk District, then including Dedham, against Samuel Adams, the Revolutionary patriot.

Notwithstanding Adams's great fame and popularity Ames was elected, and in 1789 took his seat in Congress at Philadelphia. The fame of his canvass preceded him, and he knew himself that it would be no easy matter to retain

and exhibit upon a broader national field the prestige he had acquired at home. He was modest and somewhat distrustful of his own powers, and his correspondence at the time shows that he rather under-estimated his own capacity, but he was thoroughly well equipped for public life, and few men had made so deep a study of political science. He was no ordinary politician, but had been a close student of history, an ardent lover of poetry and the classics, and to a clear and incisive style were added great natural gifts of voice and manner, and a vivid imagination.

He was fond of society, and had been universally popular in the most noted and attractive families in Boston, where he had been a delightful and fascinating talker. Samuel Dexter, the distinguished lawyer, says of him, in his eulogy: "The powers of his conversation were unequalled. It was not mere instruction, mere amusement, it was delight. There was an endless play of fancy joined to the truest sense and wisdom. It was like the perpetual flashes of electricity in a summer evening, illuminating by successive and unremitting coruscations the whole margin of the sky."

With all these personal qualities he had much practical sense, a great capacity for work and an indefatigable resolve to master what he undertook, so that from his earliest advent in Congress it was recognized that he was to take a prominent part, not only in debate, but in active administration.

Although his face upon the painted canvas bespeaks the kindness and benignity of his nature, it is well to bring in some measure his personality before us, that we may feel what kind of a man he was as he walked the streets of Dedham in pleasant converse with his neighbors and friends. He is described as of middle height, well proportioned, and remarkably erect, with an eye of intelligence and with a very affable, cordial manner. We who have known Fisher Ames's sons, the late Mr. Justice Ames, and our own familiar towns-

man, the late William Ames, can recognize this portraiture and easily picture to ourselves the subject of our sketch.

President Kirkland, of Harvard College, who wrote an interesting memoir of Fisher Ames, says that "he appeared among his friends with an illuminated face, and displayed in conversation playful wit and much fertility of imagination," and speaking of the effect of his impetuous eloquence he says, "his imagination was a distinguishing feature of his mind. Prolific, grand, sportive, original, it gave him command of nature and art . . . now it assembled most pleasing images adorned with all that is soft and beautiful, and now rose in the storm wielding the elements and flashing with the most awful splendors. . . . He did not study systematically the exterior graces of speaking, but his attitude was erect and easy ; his gestures manly and forcible ; his intonations varied and expressive ; his articulation distinct, and his whole manner animated and natural."

It is always difficult to hand down to other generations the social impression a man makes in his own time. Nothing fades easier than a reputation for grace and affability and delightful conversation ; but we can gather from the description I have given, and from a perusal of Ames's own letters, something of the appearance and manner of the man, and can easily understand and appreciate the reasons of his immense popularity.

He was a strong partisan of Federal principles, the idol of the Massachusetts Federalists, and in the fashion of the times his political efforts bristle with unsparing denunciation and ridicule of his opponents, so bitter and one-sided that we can hardly understand how it was possible that a man of his geniality and really kind heart could be as severe, or how he could have taken so depressing a view, as he commonly did, of the purposes and personal character of his political foes. His words, however, do not

appear to have left lasting wounds, and his personal relations with many of the very men he denounced and vilified were of a most cordial nature. Strong and bitter language ran riot at that time, and it is charitable to assume that Ames's bodily health was sometimes reflected in his language, and that he was not aware himself of his extreme severity. One of his letters^s seems a semi-apology for his partisanship, for he writes : "I am habitually a zealot in politics. It is, I fancy, constitutional, and so the cure desperate. I burn, I freeze; am lethargic, raving, sanguine and despondent as often as the wind shifts." Of course this is exaggerated and not to be taken literally, but for a humorous description with something of caricature in it ; it contains an element of truth and gives us a very good idea of his exuberance of style.

When he first appeared in Congress Washington's administration was just beginning, and everything about the government was in a primitive condition. Jefferson was Secretary of State and had not then gone into opposition ; and Hamilton as Secretary of the Treasury was creating and expounding his grand system of finance. Ames was a close friend of Washington and a consistent admirer of Hamilton, and brought all his influence and power to the aid of the administration. A great many new and important questions required settlement ; our foreign relations were delicate and perplexing ; the wheels of government revolved slowly, and there was abundant scope for the energies and ability of our strongest statesmen. His mastery of financial and economic principles was immediately shown, and some of his greatest political speeches, where not only oratory but profound learning and study were displayed, were called forth by measures proposed for strengthening and solidifying our financial system.

At the close of this session Ames's reputation was estab-

lished in the nation, and he returned to Dedham with greatly increased prestige and popularity. He was re-elected in 1790, and again in 1792; his opponent both times being Benjamin Austin, Jr.

Through these sessions he maintained his leadership, but politics in the country assumed an entirely different phase, and there were not only new questions to deal with but new conditions. Party spirit had arisen, and the beginning of Washington's second administration in 1793 saw the country gradually dividing into two hostile political camps. The war between England and France, the rise of Napoleon, and the subsequent disputes between ourselves and the two nations, growing out of Napoleon's decrees and English orders of Council, which distressed our commerce and nearly involved us in foreign complications, built up the great political parties; on the one side were the Federalists, the partisans of Washington and Hamilton, who were in favor of a stronger centralized power, were accused of too great friendliness for England; on the other the supporters of Jefferson, who were styled Jacobins by their opponents, the party name being Republican, and were strict constructionists of the Constitution, and were charged with radical Democratic views, and with sympathizing with the ultra-Revolutionists in France. The height and bitterness of party feeling are incredible, and no language was too strong to be used. If the various leaders were to be believed, Washington and Hamilton were planning a monarchy, while Jefferson was a criminal of the deepest dye, who was plotting the ruin of his country.

As the Federal cause lost ground in the Nation and the State, and Jefferson's popularity increased and strengthened, it was a sore trial to Ames, and the discouraging prospects of his party more and more tainted his speech and correspondence. His physical powers began plainly to wane, and

mind assumed a somewhat gloomy tinge, in relation to public affairs. His mental grasp, however, was as strong as ever, and in all the debates, whether relating to trade regulations or finance, or political policy, he brought to the discussion extensive information, and a thorough knowledge of ancient and modern history, illustrating his speeches and writings with playful fancy and quiet sarcasm combined with the most glowing oratory.

But let us leave him in his career in Congress and turn to his charming correspondence. It is there that we come to really know the man in the enjoyment of his delightful humor. His letters are full of able discussion of the most serious topics, full of learning and wisdom, but they are also full of most amusing and witty allusions to every day affairs.

At home, between sessions, he corresponded with many eminent men, personal friends and political admirers, upon home affairs, town politics, legal matters, and every conceivable thing. He practiced law in Dedham, carried on a farm, experimented in arboriculture and breeding animals, and thoroughly enjoyed country life. He was much interested in building his new house; the one on High Street remodelled by Dr. Edward Stimson and recently removed to the banks of Charles River. He writes in 1795 that the house is two-thirds plastered and he hopes to get in in November, and says, "I divide my cares for my country with those for my farm. I carried my pigs to a good market the peace notwithstanding"; that "Poetry, if I had any, I would devote to my pigsty and politics—two scurvy subjects that should be coupled together"; that "It is liberty to have one hundred acres, and that emphatically is *my* country": or he discourses about town affairs and says, the squash town is the capital of Norfolk County"; that "the Supreme Court is to sit here in August, and then we shall have lessons and examples in good manners."—a sly hit at the Court; that "A

jail is to be built here which is a comfort to us": or he talks about the trouble with the mails; says, "here we sit in darkness, and instead of having the light of the newspapers, the only light men can see to think by shed dingy and streaked like Aurora, we often have to wait as they do in Greenland for the weather and Northern Lights."

Or he writes about the town; says, "Dedham thrives in house and business, and our tradesmen are getting richer. I do not think we grow worse in sin and Jacobism. Thatcher's parish is confessedly the worst; the South (Chickerings) is decidedly Federal, and the old parish where I live is divided — the old are half Demos, the young chiefly Feds"; says, "as you would not come for pepper seed nor to drink cider, nor to see Dedham canal up Charles River, which is not to be seen, I will readily admit that you both came to see Mrs. A. and your humble servant." At times he writes whimsically about his law practice or his health; says, "I am not dead and hope to inhale health with the air and repose that next week offers in Dedham. Fate is heedless of my prayers, which are to be in a situation to rear pigs and calves and feed chickens in Dedham — the world forgetting by the world forgot. Saving always, I would not forget my friends or have them forget me; saving also the right at all times to rise into a rage against the politics of Congress, and a few more savings all equally moderate and reasonable". Or again, "I creep slowly and often sliding back. . . . I have yet exuberant spirits, and I should talk myself to death if I yielded to ten dollar clients who urge me to go to Court to keep my wits and my fibres, only half an hour for each of them, on the grindstone"; that "the weather is now very hot, and clients are coming in. They and I sweat under the weight (and more with the length) of their tragical stories"; or "I am still puny and tender — my constitution is like that of Federalism; too feeble for a full

allowance even of water gruel, and like that, all the doctor I have is a Jacobin. The Lord you say have mercy on me a sinner." The doctor referred to was his own brother Nathaniel, who was as violent a Republican as Fisher Ames was Federalist, and whose extreme Jeffersonian views are amusingly illustrated in his diary published in the DEDHAM HISTORICAL REGISTER.

One could go on indefinitely with droll quotations. In 1803 he speaks of President Jefferson's message. "I am edified as much as if I had heard a Methodist sermon in a barn. The men who have the best principles and those who act from the worst will talk alike, only that the latter will exceed the former in fervor. . . . Suppose a missionary should go to the Indians and recommend self denial and the ten commandments, and another should exhort them to drink rum: which would first convert the heathen?"

When you come to the politics the letters are in a very different tone, they are interesting and full of thought, but bitter to the last degree, so bitter in their abuse of Jefferson and his friends, so utterly beyond reason in their violent language that I confess they seem to me upon the whole unworthy of Ames from the entire lack of perspective and common charity. His speeches are vastly finer and much more free from extreme statement and narrowness, some of them indeed have been rarely surpassed in this country for classic English, effective rhetoric and sound learning. He was a master of the art of lighting up the most serious subject with brilliant metaphors and homely allusions which attracted the interest of his hearers and skilfully captured their convictions.

In 1794 he was elected to Congress for the last time, and it was evident to his friends that his health could not much longer stand the strain. He felt it greatly himself, and took up his labors there in a depressed and wearied con-

dition, yet he achieved his greatest triumph at this session in a powerful speech upon the ratification of the treaty with England, the effect of which was so feared by his opponents that they adjourned the House upon its conclusion that the members might not be too greatly influenced by his oratory.

Only a few days before this episode he had written to a friend : "Never was a time when I so much desired the full use of my faculties, and it is the very moment when I am prohibited even attention. To be silent, neutral, useless, is a situation not to be envied. I almost wish —— was here and I at home sorting squash and pumpkin seeds for planting. It is a new post for me to be in. I am not a sentry, not in the ranks, not in the staff ; I am thrown into the wagon as part of the baggage : I am like an old gun that is spiked and the trunnions knocked off, and yet am carted off, not for the worth of old iron, but to balk the enemy of a trophy. My political life is ended and I am the survivor of myself, or rather the troubled ghost of a politician that am compelled to haunt the field where I fell."

We can see in this exaggeration the morbid condition into which he was passing, but he rose to the emergency when the time came, the full use of his faculties he refers to was not wanting, and his wit was as subtle, his oratory as brilliant, his logic as convincing as if he had been in the strong tide of health, and had never penned such depressing words. He was a man of moods, but it adds interest to his story that there was such an endless variety in his feelings and ways, he never could be tame ; and whether calm or violent, witty or sad, he was enjoyable if one took his words with discrimination, and never understood them in too literal a sense.

In 1797 Ames travelled in the South for his health, and was received with great enthusiasm, but finding himself no better, declined a re-election, and returned to Dedham to

pass the remainder of his days in retirement. He refused the presidency of Harvard College, and devoted himself to practicing law, to farming, to the affairs of the town, and to writing frequent political pamphlets and broadsides.

He served a short time on Gov. Sumner's Council and appeared for the last time in public to deliver a eulogy upon Washington. Even that he dreaded, and in his letters states he cannot do it justice, and that it was a malicious blow of fate which sought him out, but the oration was vigorous, eloquent and interesting, and showed no trace of failing mental power.

His health steadily declined, and a few months before his death, July 4, 1808, he writes: "My health is exceedingly tender. While I sit by the fire and keep my feet warm, I am not sick. I have heard of a college lad's question, 'whether bare being, without life or existence, is better than not to be, or not?' I cannot solve so deep a problem, but so long as you are pleased to allow me a place in your esteem, I shall continue to hold better than 'not to be'—'to be.'"

With this final glimmer of wit we leave him. He was buried in Dedham, in the old churchyard, after an imposing public funeral in Boston. He died at the age of fifty, his whole active public career being but ten years, yet in that short time he had achieved great and deserved fame. I have let him tell his own story in this fragmentary way. If it will not weary you I am tempted yet to give two more quotations, for they are bits of wisdom which have lost nothing by time. Writing in 1797 of his party, he says: "My decided belief is our federal men are very incorrect, and more than half democrats in their doctrines. They act right indeed from hatred and dread of the democrats. Their theory is yet to be settled by severer experience than our blind fates have called us to suffer. Precept is thrown away on mankind. The stripes of adversity while they tingle print polit-

ical instruction more than skin keep. We must smart for all the knowledge that will abide."

Alluding to membership in Congress he writes thus, and every aspiring politician may well take his words to heart. "Now it is my creed that reputation will not grow up in Congress with the heat of one night, like lettuce. The basis on which it stands and strikes down its roots is confidence; confidence in the experienced ability and fairness of the man. It takes time, and a good deal of time, for the weak to know with absolute certainty, who is strong enough to lean upon, who can bear his own weight and theirs. Those who grope in the dark naturally seek those who can guide and enlighten their path, but their first steps in the light are hesitating. Dropping metaphor, Congress is no place for sudden character, because most of the members are above blockheadship, if they fall below the sphere of genius."

Such a man as this should not pass out of the minds of the people of Dedham. It is well to name this fine building in his honor, and it is most happy that its walls are to be adorned by a speaking portrait in memory. I, therefore, in behalf of the Committee and the Town, accept this appropriate gift, with gratitude to the donor, not only for his generosity, but for the admirable and artistic way in which he has performed this work of love, and as generations of students gaze hereafter upon the features here portrayed, we may hope that the life and example of Fisher Ames may inspire them to so order their own lives that their native town and their country may be the better in that they shall have lived.

Let this building stand as the home of broad scholarship and honorable lives, of studious habits and of the best citizenship; and let the youth who crowd its halls study the career of such men as Fisher Ames, and realize that thorough work, honest endeavor and patient effort are the only sure guides to permanent success.

XVI.

AMERICA.

BY THE AUDIENCE AND SCHOOL.

AT the close of the exercises which ended about five o'clock, a social half-hour was spent in the various rooms of the building. Expressions of warm approval of the beautiful structure were heard on every hand. Here succeeding generations will pay unconscious tribute to the wisdom and thoughtfulness of the people of Dedham in furnishing this means for the better education of her children. A grateful posterity will enjoy the advantages so freely given.

THE NEW YORK
PUBLIC LIBRARY

ADONI, LUCAS AND
WILSON FOUNDATIONS

THIS TABLET IS ERECTED BY THE
COMMONWEALTH OF MASSACHUSETTS
TO COMMEMORATE THE ESTABLISHMENT
BY THE INHABITANTS OF DEDHAM
IN TOWN MEETING ASSEMBLED
ON THE FIRST OF JANUARY 1644
OF A FREE PUBLIC SCHOOL
TO BE MAINTAINED BY GENERAL TAXATION
NEAR THIS SPOT STOOD THE
FIRST SCHOOL HOUSE BUILT BY THE TOWNS
1649.

THE TABLET,
PLACED BY THE COMMONWEALTH,

UNVEILING
OF
A
Tablet
PLACED ON THE CHURCH OF ENGL.
JUNE 17, 1893.
BY THE COMMONWEALTH,
TO COMMEMORATE THE FIGHTERS
ON JUNE 17, 1747.
ON A TELL PUBLIC SCHOOL
TO BE MAINTAINED BY GENERAL TAXATION.

THIS STONE IS ERECTED BY THE
CITIZENS OF NEW HAVEN IN
HONOR AND GRATITUDE TO THE FESTIVELY
THE INHABITANTS OF DEERFIELD
IN THEIR MEETING ASSEMBLED
ON THE FIRST OF JANUARY 1776,
OF A FREE PUBLIC SCHOOL,
TO BE MAINTAINED BY GENERAL TAXATION,
NEAR THIS SPOT STANDING
THIS SCHOOL HOUSE BUILT BY THE
CITIZENS OF NEW HAVEN.

UNVEILING

OF THE

Tablet

PLACED ON THE CHURCH GREEN,

JUNE 17, 1898,

BY THE COMMONWEALTH,

TO COMMEMORATE THE ESTABLISHMENT

ON JANUARY 1, 1644.

OF A FREE PUBLIC SCHOOL

TO BE MAINTAINED BY GENERAL TAXATION.

EXERCISES AT THE TABLET.

JUNE 17, 1898.

It seemed fitting that the exercises at the unveiling of the Tablet should be a part of the proceedings in connection with the dedication of the new Ames Schoolhouse; and being of so great importance and public interest they claimed the first attention. The people of Dedham are justly proud of the rank which her schools have taken among those of her sister towns in our good old Commonwealth.

This bronze tablet was placed on the Church Green, directly in front of the Unitarian Vestry, by the Colony Commission; and the work was completed under the direction of a committee of the Dedham Historical Society, consisting of the President, Don Gleason Hill, Esq., Hon. Winslow Warren, Rev. Carlos Slafter, Mr. Julius H. Tuttle and Mr. Frank Smith. The boulder was given by Mr. William Farnsworth, and was taken from a triangular piece of pasture land, on High Street, near his residence. The work of preparing the stone and placing it in position was done by Mr. Richard Delaney in a most satisfactory manner, and the expense was borne by citizens who were interested in the matter.

The exercises of unveiling were held under the

auspices of the Dedham Historical Society, and were in charge of the President, who delivered the address given below. The singing by a chorus of one hundred scholars from the Ames School was under the direction of the Principal, Mr. Frederick W. Swan. The audience of several hundred gathered around the platform, which was placed back of the tablet, and listened with attention to the end. At the close of the first song, the stars and stripes, which had veiled the Tablet since its completion early in the morning, were removed by Alice Laura Hill, a scholar in the fifth grade of the Ames School.

At the appointed time, 10.30 o'clock, the exercises opened as follows :—

I.

SONG.

Hail! Columbia.

BY THE SCHOOL..

II.

ADDRESS AT THE UNVEILING.

DON GLEASON HILL.

FELLOW CITIZENS AND FRIENDS:—The Legislature of this Commonwealth, by an act passed on June 5, 1895 (Chap. 472), directed the Governor, with the advice and consent of the Council, to appoint three discreet persons to be known as the Old Colony Commission, to hold office for one year. It was the duty of this Commission to investigate certain spots of general historic interest within the Counties of Bristol, Barnstable, Plymouth, Norfolk and Nantucket, to collect such historic information in relation thereto as it shall deem expedient, and with authority to mark such places with bounds or monuments, with suitable inscriptions thereon for the purpose of preserving them, and with authority to expend therefor the money of the Commonwealth, not exceeding the amount stated in the act.

Another act was passed May 6, 1897 (Chap. 352), substantially like the former act, but continuing the Commission for three years. The persons appointed on this Commission were Hon. William T. Davis, of Plymouth; Rev. S. Hopkins Emery, of Taunton, and L. Vernon Briggs, of Hanover.

The territory designated in this act included our County of Norfolk, and this Commission inquired what we had in Norfolk County of general historic interest which would properly come within the purpose of this act. Naturally we thought of the days of old King Philip and even of the mythical King Noannet, but after a little deliberation we thought of the establishment of our old free public school, and at once suggested to the Commissioners that they commemorate the establishment in Dedham in 1644–5 of the

free Public School supported by the general taxation of the people.

You will remember the occasion, three years ago, when we celebrated in Memorial Hall the 250th anniversary of the establishment of this school. His Excellency the Governor of the Commonwealth, the Lieutenant Governor, the Secretary of the State Board of Education and other distinguished guests were present; and the Rev. Carlos Slafter, who has made a special study of the history of the Dedham Schools, delivered an interesting and valuable historical address.

The printed report of these proceedings, with the historical address, was furnished to the Commissioners, and as a result of their careful investigation of our evidence on the subject, through this Commission, the Commonwealth to-day honors us with the erection of this very appropriate Tablet. No! We must not claim that honor. The Commonwealth to-day honors the noble work of those worthy founders of this historic town of Dedham and the principles enunciated by them more than 250 years ago.

This boulder was procured and placed in position upon this Church Green for the reception of the tablet with the kind permission of the Parish by a committee of the Dedham Historical Society. This monument is placed within the very shadows of two church spires. On the other corner of the green stands the monument erected in 1766 by the Sons of Liberty to commemorate the repeal of the obnoxious stamp act of Great Britain. That monument stands in close proximity on one side to our magnificent Temple of Justice, and on the other to the site of the birthplace of the Hon. Fisher Ames, in honor of whose memory our school in the village is named: monuments to the great principles of our Republic; Religion according to the dictates of our own conscience; Free Public Schools; Liberty and Justice.

In 1620 the Pilgrims of the "Mayflower" landed at Plymouth, and we take off our hats to them in reverence, as we think of all that they have suffered for the sake of principle, of their being driven from their beloved native land, of their wanderings to Holland and thence to Plymouth, to the stern and rock-bound coast, and their landing in the dead of winter. Their growth, however, was very slow. On the other hand, the men who founded the Massachusetts Bay Colony came direct from England, the cream of English society, men of character and sterling worth like their Plymouth brethren, but who had endured less of the hardships of life. Men of wealth and education, they came in great numbers; 21,000 of these people came between 1630 and 1640, and it is asserted on good authority that between 1630 and 1690 there were in New England as many graduates of Cambridge and Oxford as could be found in any population of similar size in the old country. It was by such men as these that the old original mother towns were settled.

Five years after the settlement of Boston, steps were taken towards a settlement in this vicinity, and the next year (1636) we find the founders of Dedham already established here. One of their first official acts was the adoption of a covenant, to which all who were admitted in the society were required to subscribe. It began :

We whose names ar here vnto subscribed. doe. in the feare and Reuerence of Our Allmighty God, Mutually: and seuerally pmise amongst our selues and each to other to pfesse and practice one trueth according to that most pfect rule. the foundacion where of is Euerlasting Love :

Two years later, in 1638, with the same infinite care and pains, the church was established, and the building of the meeting house begun on the site of the present Unitarian Church.

These early settlers were not common men. The care and minuteness with which their records, both town and church, were kept bear witness to their wisdom and enterprise. They were men equal to all the emergencies of the day. For instance, the establishment of suitable corn mill was one of the necessities of the new settlement. To provide the necessary power they did, with great skill, a piece of engineering in 1639, which to-day would hardly be attempted. They dug an artificial creek through the meadows by which a portion of the waters of Charles River were turned down into the Neponset, thereby creating not a single water power merely, but at the same time providing the means by which since that time a half a dozen other mill privileges have been created.

The ablest men of the town were sent as deputies or representatives to the General Court : Edward Alleyn, the first town clerk, who undoubtedly drafted the town covenant, one of the founders of the church, and who died while on duty at the General Court ; Ralph Wheelock, whom Mr. Slafter believes to have been our first school master, the ancestor of the founder of Dartmouth College ; Eleazer Lusher, the second town clerk and one of the ablest men in the whole colony, a man selected by the General Court for such an important duty as the collation and revision of the laws of the colony ; Henry and Francis Chickering and John Kingsbury, ancestors of the great families which now bear their surnames.

The same session of the General Court which ratified the Dedham grant and gave to us the name of Dedham in 1636 appropriated £400 for the endowment of Harvard College. Palfrey says it was equal to the whole Colony tax for a year, or 50 cents for each inhabitant of the colony, and at the same rate now \$1,000,000 would scarcely represent the value of the endowment.

The earliest colonial legislation relating to the education of the children passed in 1642, but this law had nothing to do with the establishment of schools, but simply required the Selectmen to see that the parents and masters attended to the education and employment of the children. But the town of Dedham at a town meeting the first day of the 11th month, 1644, voted as follows :—

The sd Inhabitants takeing into Consideration the great necesitie of prouiding some meanes for the Education of the youth of o^r sd Towne did with an vnaninous consent declare by voate their willingnes to promote that worke promising to put too their hands to prouide maintenance for a Free Schoole in our said Towne.

And farther did resolute & consent testefying it by voate to rayse the some of Twenty pounds p annu: towards the maintaining of a Schoole m^r to keep a free Schoole in our sd Towne.

It is in commemoration of that event that the Commonwealth to-day erects this tablet.

It is certainly a noteworthy fact that within three years after this experiment of Dedham in the establishment of this free public school, to be thus supported by the whole people of the town, that the General Court passed its first school legislation, the act of 1647, the foundation of the Massachusetts Free School system. "A law so broad and generous in its scope as to challenge the admiration of statesmen; so exact, yet so elastic, in its provisions that with a single addition it sufficed for 140 years of Massachusetts history, and gave to Massachusetts its position as first in order of all the states, yes, of the world, in establishing the free school system."

It was claimed by Mr. Slafter in his 250th Anniversary address, and I repeat the claim to-day, that the men who represented Dedham in the General Court, who themselves

had had personal experience in our methods of the free school system, most have exerted great influence in bringing about the passage of the law of 1647.

In 1648-9 the first schoolhouse was erected, and this is practically the 250th anniversary of that event, one of the matters of interest mentioned in the Tablet. That schoolhouse stood on the ground now occupied by the Unitarian vestry. The place where the first school was held in Dedham cannot now be absolutely determined by any record, but we have good reason to suppose that it was held in the meeting house.

This morning we commemorate the establishment of the first school in Dedham; this afternoon we dedicate with appropriate ceremony the beautiful new Ames Schoolhouse, erected by the town. "Great oaks from little acorns grow," and I am going to compare the establishing of the first school in 1644 to the planting of the acorn, from which the sturdy oak has grown and flourished these 250 years, and has sent out its branches in all directions.

The Dedham of 1644 extended from Roxbury to the Rhode Island line, even including the distant town of Bel-lingham. It is a mother of towns, and from the statistics of the last Report of the Board of Education I have estimated that there are to-day over 160 schools, with nearly 6000 pupils, who may be considered the direct offspring of the school of 1644.—sturdy branches of the healthy old oak, which is itself to-day represented by the present Ames School,—not to mention our great college for the higher education of women, which has been established within the territory of ancient Dedham.

One of the great purposes of the earliest school legislation was the benefits to the Commonwealth. The preamble to one of the earliest revisions of the law of 1647, says, "For

in as much as the good education of children is of singular behoof and benefit to any Commonwealth," etc. To the people of to-day this appears as a self evident proposition. Like the pure air, or water, so common, we do not stop to appreciate their value, or realize what would be the consequences in case we were deprived of such every day luxuries.

The Declaration of Rights began with the proposition that all men are born free and equal. This idea is thoroughly exemplified in our free common school system of to-day. Here the rich and the poor, children of all classes and conditions of men, all meet on equal terms and have equal advantages. The periodical entertainments which are given by our school children in Memorial Hall, and the interest which the whole town takes in them, illustrate what the free common school means. It is one of the pleasant things in our municipal life that while our voters sometimes wrangle in town meeting over various public matters, when the school question comes up for action, as a rule, the people all act together.

It is a duty we owe to our country in return for all the benefits which we receive to work to promote the welfare of our children, and that brings me back to that first law of 1642, where the State imposed a duty upon the parents for the education and employment of their children. That law should also now be enforced in order that the best results might be derived from the other law of 1647 and its amendments relating to the free public school. For it is just as much our duty to provide the Commonwealth with good citizens for times of peace as to provide her with brave men for time of war.

To-day is the anniversary of one of the great days of the Revolution,—the Battle of Bunker Hill, a day which will be remembered as long as the Republic remains a nation. We

cannot all fight the battle of our country, but we who are parents can strive to prepare our children to become the best and purest of citizens.

Children, you can prepare yourselves for the best service to your country by being diligent in your study and by taking full advantage of all the means provided by your parents and by the town or state, and by being kind and courteous to all, especially to those less favored than yourself.

An arm of aid to the weak,
A friendly hand to the friendless,
Kind words so short to speak,
But whose echo is endless :
The world is wide, these things are small ;
They may be nothing, but they are all.

You know the piece the boys declaim in school :—

What constitutes a state !
Not high raised battlements or labored mounds
No ! Men, high minded men
With powers as far above dull brutes enbued
In forest, brake, or den
As beasts excel cold rocks and brambles rude,
Men, who their duties know,
But know their rights, and knowing dare maintain
* * *

These constitute a state.

Hezekiah Butterworth, in his introduction to the boyhood of Lincoln, says :—

He who in youth unselfishly seeks the good of others, without fear or favor, may be ridiculed, but he makes for himself a character fit to govern others, and one that the people will one day need and honor.

Have for a motto not "Might Makes Right," but

"Right Makes Might." Children, if you all will heed those injunctions you will certainly make your lives useful to your fellowmen and of value to your country. You can sing with greater zeal and fervor the grand old national hymn with which we are to close the exercises here this morning.

III.

AMERICA.

BY THE AUDIENCE AND SCHOOL.

In the following September the Dedham Historical Society was formally made the custodian of the Tablet by the Old Colony Commission; and at the November meeting this trust was accepted by a vote of the Society.

IN MEMORIAM.

We, the surviving members of the Building Committee of the new Ames School-house, hereby place on record our tribute of respect and affection to the memory of our late associate, JACOB WAGNER, whose sudden and lamented death on November 5, 1898, awoke the heartfelt sympathy of our whole community.

Mr. Wagner was born in Germany, and was 43 years of age. In his profession of an artist he had already gained much and deserved distinction, and his future was bright with promises of still larger and nobler fulfillment. As a citizen of Dedham he stood for all that was right and just and true. He never sought public position, but when it came to him by the spontaneous desire of his fellow-citizens he was absolutely faithful to his duty. Indeed, he appears to us to have admitted of no other guide for his conduct than a conscientious sense of obligation to work out the best and most valuable results. He gave careful thought to the problem before him and brought to its solution a sound, ripe and conservative judgment. In the work of this committee, Mr. Wagner's services were of the highest value. Entitled above us all for the beauty of our new schoolhouse, he stands second to none in merit for its strength, safety, fitness and convenience.

Mr. Wagner was ever courteous, considerate of the opinions of his associates, and remarkably attractive in manner and conversation. He attached himself to us all by the strongest ties of a warm and enduring friendship, and we are glad to record in those few words our appreciation of his worth.

Appendix.

**REPORT
OF THE
BUILDING COMMITTEE,**

JANUARY 31, 1899.

REPORT OF THE BUILDING COMMITTEE OF THE AMES SCHOOLHOUSE.

JANUARY 31, 1899.

ON April 17, 1897, the Building Committee chosen at the adjourned town meeting held on April 12, met and organized as follows:—

FREDERICK D. ELY, *Chairman.*

FRANCIS L. BABCOCK, JACOB WAGNER,

PRESTON R. MANSFIELD, JULIUS H. TUTTLE, *Secretary.*

On April 24, Dedham and Boston architects were invited to send to the Committee within three weeks competitive plans and estimates; to which invitation seventeen responded. These were opened on May 15, and the plans submitted by Messrs. Greenleaf & Cobb were selected by the Committee, and they were chosen architects of the new building. Thanks are hereby given to the other persons who gave valuable time and effort to this competition.

On June 23, the Committee advertised for bids for the erection and completion of the new building, not to include heating, ventilation and plumbing, and on July 3 these were received, as follows:—

Herbert E. Goodwin,	\$42,665
J. E. Butler,	41,927
A. E. Woodward, Brockton,	41,900
P. H. Jackson, Brockton,	40,790

Lyman D. Willcutt,	\$39,949
Otis W. Withington,	39,619
Henry H. Hunt, West Newton,	37,991
Charles H. Mead,	37,096
J. M. E. Morrill,	36,940
John McNamara & Sons,	36,639
E. Stanley Libbey,	36,600
Mead, Mason & Co.,	36,502

The contract, on July 6, was awarded to the lowest bidder, Messrs. Mead, Mason & Co., who, at the request of the Committee, gave a bond of \$15,000 from the American Surety Company. Bids for the system of heating and ventilation, in response to the advertisement, were received from ten parties; and of these plans and estimates, which most fully met the requirements of the law and of the architects, those submitted by Mr. S. C. Higgins, of Cambridgeport, were accepted. After making certain changes and additions to his plans and specifications, the contract was signed for \$5,754. Of the five bids received for the plumbing to be done, the offer of James Tucker & Sons, of Boston, was accepted and the contract signed for \$26,22. The action of the Committee in various other ways is shown in the "Financial Statement."

The Building Committee wish to thank all who have heartily co-operated with them in the construction and completion of the new building, and to express their high appreciation of the valuable services rendered by Messrs. Greenleaf & Cobb, of the excellence of the plans by Mr. Cobb, and of the conscientious and experienced supervision of every detail of construction by Mr. Greenleaf. Their prompt and efficient attention to every want of the Committee has been a source of great pleasure. Special mention is here made of the excellent work done by the contractors, Messrs. Mead, Mason & Co., who have given the town a building of which the

people may justly feel proud. Eight months' test through all kinds of weather have given abundant proof of good stock and workmanship. The Committee wish also to express their perfect satisfaction with the systems of heating and ventilation and plumbing put in respectively by Messrs. James Tucker & Sons and Mr. S. C. Higgins. They also wish to thank Capt. Joseph B. Moore, State Inspector of Public Buildings for this District, for the valuable assistance he has given the Committee and architects in making the new school-house one of the best appointed in the Commonwealth. His report concerning the building will be found appended to the School Committee's Report.

The Committee in closing wish to express their grateful feelings to Mr. Hine, Superintendent of Schools, for his unceasing labor in their behalf and for the best interests of the town, and for his cordial assistance and his timely suggestions.

FREDERICK D. ELY,
Chairman.

DESCRIPTION OF THE BUILDING.

THE structure of the new Ames Schoolhouse is the highest type of a timber-frame building. Its foundations are of Dedham pink granite, the handsomest selected pieces, in squared blocks, being used for the exposed underpinning. The timber walls are heavily framed and are fire-stopped with brick; while for additional security from fire, two cross walls of brick at the ends of the central section, extending from foundation to roof, divide the building into three parts. The doors in these two walls are of metal, part being hinged, and the larger ones of the rolling pattern. These walls are so arranged with reference to the stairways that in case of an incipient fire, certain doors can be closed, the fire localized and the stairways used with minimum chance of panic. Scientific arrangements of this character, as well as scientific provisions for heating, ventilation and lighting are made the test of approval by the State Inspector's Department; and in all these essential features the test has been amply met, as is shown by the State Inspector, Captain Joseph B. Moore, whose report gives a high rating to the building.

In the general arrangement of the plan, the rooms are so placed that each one is a corner room, thus securing the most favorable conditions for receiving light by windows on two sides. This is accomplished by recessing the central portion of the building, and this plan forms an agreeable feature in the external design. By placing the assembly hall in the upper floor of the wing, the various rooms are grouped

and made accessible without passing through the hall. There are eight school rooms and two small teachers' rooms on the first floor; four school rooms, a small laboratory and ante-rooms, as well as the large hall on the second floor; and a Sloyd room and Kindergarten room in the basement, besides play rooms and the arrangements for heating and sanitation. Each school room has a coat room adjoining, thoroughly ventilated. The corridors are spacious and well lighted, and there is easy access to the outside by wide stairways.

The main stairway, with its imposing colonial columns, is an impressive feature, sustaining the effort produced externally by the memorial entrance as one approaches the building.

The memorial entrance-arch and tablet, of durable terra-cotta, form an attractive feature of the building; and the inscription to Fisher Ames will be found at the Proceedings of the Dedication (page xi). This arch and tablet exhibit that quality of decoration for a historical purpose, which should characterize public buildings in a country so rich as ours in noble men with records so deserving of emblazonment and preservation. The decoration and inscription tell their own story of the far-seeing statesman, who at a great crisis in American history, stood for the nation paramount to the state, perceiving as did Washington, "that with a united government, well administered, we had nothing to fear; and without it nothing to hope." So this Ames schoolhouse stands as a practical expression of patriotism.

In all its interior details this building is arranged in accordance with the idea that a schoolhouse should be attractive and homelike. In all its parts, fresh, mild air is supplied abundantly, and the vitiated air removed thoroughly; and the cheerful, harmonious tones of color on the walls and

wood finish combine to this effect. Its exterior, also, following the colonial mansion style, presents an air of inviting hospitality, so that the whole structure stands as an example of the principle of making the schoolhouse welcome, inspiring and wholesome for school children and teachers alike. Such edifices mark a new era in educational work.

FINANCIAL STATEMENT.

Carpenter's Contract.

Paid Mead, Mason & Co., by contract, \$36,502 00

Including allowances estimated at \$2,625 of which
the actual cost was:—

Vanes,	\$ 40 00	
Hardware,	485 00	
Fireproof doors,	635 00	
Blackboards,	922 25	
Electric work,	545 15	
	————	
	\$2,627 40	\$2 40

Plumbing.

Paid James Tucker & Sons, by contract, \$2,622 00

Heating and Ventilation.

Paid S. C. Higgins, by contract, 5,754 00

Miscellaneous Work on Building.

Paid Boston Lightning Rod Co.,	\$300 00	
Joshua Sears, tinting,	506 00	
Norfolk Electric Co., wiring from street,	120 00	
R. W. Hine, cash paid for cleaning,	7 60	
E. C. Lewis, lamps and outlets,	41 20	
Murdock Parlor Grate Co., concrete in porches,	110 00	
Shreve, Crump & Low, fixtures,	399 00	
Boston Spar Co., flag-pole,	66 00	
E. J. Winn, plumbing sloyd-room,	3 40	
W. A. Fales, plastering sloyd-room,	48 00	

FINANCIAL STATEMENT.

Paid A. Dunkerley, carpenter work in sloyd-room,	\$36 35
H. E. Marden, work on doors and windows,	12 85
Norfolk Electric Co., footlights,	15 51
	<hr/>
	\$1,665 91

Paid Mead, Mason & Co., as follows :—

Furring ceilings, vents, lengthening windows in basement, and four extra doors,	181 00
Steel smoke-stack in place of clay flue,	190 00
Finishing basement floors,	463 00
Terra-cotta arch in place of wood (extra cost of change \$415),	215 00
Modillions in main entrance,	187 50
Extra foundation, by terms of contract,	80 00
Asphalt floor in toilet rooms,	354 00
Extra shelves and cutting drawers,	45 00
Stone plinths, setting same in place of wood,	35 00
Rough plastering in hall,	25 00
Extra closet in master's room,	15 82
Coal-room windows,	14 11
Oak finish and paneling in main entrance,	40 00
Picture molding in hall,	11 23
Wire lathing in fresh air rooms ordered by State Inspector,	18 00
	<hr/>
	\$1,874 66

Outside Work in connection with Building.

Paid Jerry Sweeney, cesspool,	\$40 00
T. P. Shine, building drain and cesspool,	85 00
	<hr/>
	\$75 00

Incidental Expenses in connection with the Building.

Paid H. H. McQuillen, advertising,	\$15 50
Gallagher's Express,	2 60
Journal Newspaper Co., advertising,	48 30

FINANCIAL STATEMENT.

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Eaid Boston Traveller,	\$59 26
E. Rolland, making plan of old lot,	4 00
C. Wheeler, check book,	3 50
R. W. Hine, postage,	3 55
N. Smith, surveying,	29 00
George H. McManus, janitor for June,	30 00

	\$195 71

Architects.

Paid Greenleaf & Cobb 5 per cent on amounts paid Mead, Mason & Co., S. C. Higgins, James Tucker & Sons, Joshua Sears, Murdock Parlor Grate Co., advertising in Boston papers, E. C. Lewis, Shreve, Crump & Low, and the grading,	\$2,501 81
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Furniture.

Paid Blodgett Bros., program clock,	\$ 87 50
" " electrical clocks, bells, wiring, etc.,	357 95
Henry F. Miller & Co., piano,	450 00
C. S. Knowles, electric lamps,	27 00
Hartshorn & Co., hall seats,	693 45
O. Ditson & Co., piano chair,	9 00
Haynes & Co., music stand,	2 50
A. G. Baker, furniture,	324 00
Chandler Adjustable Chair and Desk Co., desks,	498 83
C. F. Haak, carting and hanging picture,	3 75
Trundy & Co., flag,	25 00
George S. Perry & Co., mats, etc.,	151 70
Markward & Co., furniture,	433 30
Jordan, Christie & Co., brushes, etc.,	35 90
Jacob Wagner, frame for picture,	20 00
Estate of Charles Russell, step ladders, etc.,	18 82
Boston Belting Co., hose.	17 50

	\$3,156 20

722822 A

FINANCIAL STATEMENT.

Paid Jerry Sweeney, moving furniture,	. . . . .	17 00
John McKeon, "	. . . . .	2 00
Joseph Ross, "	. . . . .	7 00
Charles Weschrob, "	. . . . .	6 00
Charles Thayer, "	. . . . .	1 00
George Cheney, "	. . . . .	1 00
Joseph Pettingell, "	. . . . .	1 00
William Delaney, "	. . . . .	1 00
Edward Haley, "	. . . . .	20
E. N. Moody, "	. . . . .	4 11
		<hr/>
		\$40 31
Thomas Brennan, repairing furniture,	. . . . .	21 00
Otto Johnson,		28 00
S. M. Wales,		52 50
C. E. Lewis		105 57
Mrs. O'Neil,		6 00
J. Hartshorn & Co.,		24 90
John B. Cody,		8 00
E. Meighan,		9 50
		<hr/>
O. T. Clisby, shellac, varnish, etc.,	. . . . .	255 47
F. W. Swan, microscopes,		19 50
McKenney & Waterbury, lamps,	. . . . .	12 90
Paine Furniture Co., couch,	. . . . .	5 50
James T. Clark, minerals,		18 50
		<hr/>
		21 65
		<hr/>
		\$3,530 03

Miscellaneous Work on Grounds.

Thomas Murphy, removing stone posts,	\$13 00
A. Dunkerley, moving walk, building fence,	86 00
H. E. Marden, building fence between yards and in rear,	60 87
	<hr/>
	\$159 87

Grading.

Paid John F. Shine,	\$421 80
John McKeon,	69 76
Georgs Davis,	68 86
James Fogarty,	4 00
Richard Hall,	58 86
James H. Kelly,	65 76
William Keegan,	48 86
Edward Sweeney,	21 00
James Quinn,	30 54
James Dervan,	19 00
Thomas Hannon,	8 00
William Kennedy,	12 00
M. O'Neil,	4 00
John O'Connell,	2 00
Maurice Splaine,	21 00
John Kenney,	17 50
E. Moody,	5 00
Joseph Ross,	18 00
Charles Weschrob,	18 00
E. N. Moody, gravel,	80 00
F. F. Clark,	24 90
Dodge, Haley & Co., shovels,	5 20
Richard Delaney, building retaining wall,	42 75
W. T. Duffee, concrete,	497 39
Shlegel & Fottler, seeds, etc.,	30 80
Jerry Sweeney,	212 11
Sharpening tools,	1 10
Freight,	68
	———— \$1,808 87

Old Building.

Paid H. E. Marden, building, walks, fence, etc.,	\$329 16
Thomas Shine, filling in rear,	46 00
Lewis F. Perry, rent,	650 00

Paid E. J. Winn, taking closets from old building,	. . . . .	\$40 00
E. A. Brooks, treasurer, tax,	. . . . .	42 00
		———— \$1,107 16

RECEIPTS.*Appropriations by the Town.*

April 5, 1897. For building,	. . . . .	\$50,000 00
" 11, 1898. Grading and finishing,	. . . . .	8,000 00

Other Receipts.

July 16, 1898. Sale of old building,	. . . . .	\$50 00
" 12, 1898. Sale of flag pole,	. . . . .	18 00
		———— \$58,068 00

EXPENSES.

Carpenter's contract,	. . . . .	\$36,502 00
Extra on allowances,	. . . . .	2 40
Plumbing,	. . . . .	2,622 00
Heating and ventilation,	. . . . .	5,754 00
Miscellaneous work on building,	. . . . .	3,540 57
		———— \$48,420 97

Outside work in connection with the building,	. . . . .	\$75 00
Incidental expenses in connection with the building,	. . . . .	195 71
		———— 270 71
Architects,	. . . . .	2,501 81
Furnishing,	. . . . .	3,530 03
Miscellaneous work on grounds,	. . . . .	\$159 87
Grading,	. . . . .	1,808 87
		———— 1,968 74
Paid on old building,	. . . . .	1,107 16
		———— \$57,799 42

SUMMARY.

Total receipts,	\$58,068 00
" expenses,	57,799 42
Balance in treasury,	\$268 58

Amounts to be expended.

Due Mead, Mason & Co., for changes to be made in the arch, an extra,	\$200 00
Due for railing around flag-pole, soon to completed,	60 00
	—————
	\$260 00
	—————
	\$8 58







ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

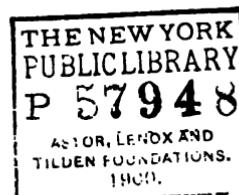
TOWN OF DEDHAM.



1899-1900.

DEDHAM:
DEDHAM TRANSCRIPT PRESS.

1900.
A. N. H.



SCHOOL CALENDAR:

1900.

Winter term. January 2 to April 12.

Spring term. April 23 to June 22.

Fall term. September 4 to December 21.

Winter term will begin December 31.

SCHOOL COMMITTEE.

JULIUS H. TUTTLE, *Chairman.*

Members:—

ANDREW H. HODGDON,	. . . .	1897-1900.
FREDERIC B. KINGSBURY,	. . . .	1897-1900.
PRESTON R. MANSFIELD,	. . . .	1898-1901.
JULIUS H. TUTTLE,	. . . .	1898-1901.
FRANCIS L. BABCOCK,	. . . .	1899-1902.
DON GLEASON HILL,	. . . .	1899-1902.

RODERICK W. HINE, *Secretary, ex-officio,
and Superintendent of Schools.*

Committees:—

Text-Books and Course of Study:

DR. HODGDON, MR. TUTTLE, MR. KINGSBURY.

Schoolhouses and Supplies:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Finance, Accounts and Claims:

MR. TUTTLE, MR. HILL, MR. KINGSBURY.

Music and Drawing:

MR. TUTTLE, DR. BABCOCK.

Truancy and Evening Schools:**MR. KINGSBURY,** **MR. HILL.****Physical and Manual Training:****MR. TUTTLE,** **DR. HODGDON,** **DR. BABCOCK.****Sewing:****MR. TUTTLE,** **DR. BABCOCK.****High School:****MR. HILL,** **DR. HODGDON,** **MR. KINGSBURY,** **MR. TUTTLE.****Ames School:****DR. HODGDON,** **MR. TUTTLE,** **DR. BABCOCK,**
MR. MANSFIELD, **MR. HILL.****Avery School:****MR. TUTTLE,** **DR. BABCOCK,** **MR. KINGSBURY.****Oakdale School:****MR. KINGSBURY,** **DR. BABCOCK,** **MR. MANSFIELD.****Quincy School.****DR. HODGDON,** **DR. BABCOCK,** **MR. MANSFIELD.****Dexter School:****MR. TUTTLE,** **DR. HODGDON.****Riverdale School:****MR. TUTTLE,** **MR. MANSFIELD.****Endicott School:****MR. KINGSBURY,** **MR. TUTTLE.**

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

George F. Joyce, Jr.,	.	.	.	.	.	.	<i>Principal.</i>
Mabel G. Curtis,	.	.	.	.	.	.	<i>1st Assistant.</i>
Marion J. Wendell,	.	.	.	.	.	.	<i>2d</i> "
Elizabeth G. Tracy,	.	.	.	.	.	.	<i>3d</i> "
Marshall Wentworth,	.	.	.	.	.	.	<i>4th</i> "
Christine T. Mansfield,	.	.	.	.	.	.	<i>5th</i> "

AMES SCHOOL.

Frederick W. Swan,	.	.	.	.	.	<i>Principal, 9th Grade.</i>
Mabel G. Munson,	.	.	.	.	.	<i>Assistant,</i> " "
Elizabeth G. Diman,	.	.	.	.	.	<i>8th Grade.</i>
Mary E. Mulkern,	.	.	.	.	.	<i>7th</i> "
Bertha V. Cobb,	.	.	.	.	.	<i>6th</i> "
Helen A. Waterman,	.	.	.	.	.	<i>Assistant, 6th</i> "
Clara C. Howland,	.	.	.	.	.	<i>5th</i> "
Mary V. Gilson,	.	.	.	.	.	<i>4th</i> "
Florence F. Kinney,	.	.	.	.	.	<i>3d</i> "
Nellie M. Gay,	.	.	.	.	.	<i>2d</i> "
Julia G. Kennedy,	.	.	.	.	.	<i>1st and 2d</i> "
Maria F. Kingsbury,	.	.	.	.	.	<i>1st</i> "
Mary F. Nowell,	.	.	.	.	.	<i>Kindergarten.</i>
A. R. Hinman,	.	.	.	.	.	"

AVERY SCHOOL.

Dorus F. Howard,	.	.	.	.	.	<i>Principal, 9th Grade.</i>
Florence M. Farnum,	.	.	.	.	.	<i>8th</i> "
Marion H. Garfield,	.	.	.	.	.	<i>7th</i> "
Isabel E. Clark,	.	.	.	.	.	<i>6th</i> "
Helen S. Merritt,	.	.	.	.	.	<i>6th</i> "

Barbara E. Vogler,	.	.	.	.	<i>5th Grade.</i>
Margaret R. Lynas,	.	.	.	.	<i>4th</i> "
Lizzie E. Henderson,	.	.	.	.	<i>3d</i> "
D. Francis Campbell,	.	.	.	.	<i>2d</i> "
Nellie G. Kelly,	.	.	.	.	<i>1st</i> "
Mabel G. Berry,	.	.	.	.	<i>Kindergarten.</i>
Marion R. Stevens,	.	.	.	.	"

OAKDALE SCHOOL.

Annie E. Whittier,	.	.	.	<i>Principal, 7th and 8th Grades.</i>
Dollie L. Wales,	.	.	.	<i>5th and 6th</i> "
Mary L. Hayes,	.	.	.	<i>3d and 4th</i> "
Ada M. Frost,	.	.	.	<i>1st and 2d</i> "

QUINCY SCHOOL.

Mary E. Keelan,	.	.	.	<i>Principal, 4th Grade.</i>
Mary Hutchins,	.	.	.	<i>3d</i> "
Mary C. Hannon,	.	.	.	<i>2d</i> "
Jennie V. McManus,	.	.	.	<i>1st</i> "
DEXTER SCHOOL,	.	.	.	Alice J. Keelan.
RIVERDALE SCHOOL,	.	.	.	May H. Wentworth.
ENDICOTT SCHOOL,	.	.	.	Florence R. Abbott.

MUSIC,—Samuel W. Cole.

DRAWING,—Wilhelmina N. Dranga.
Anna B. Morton, *Assistant.*

SLOYD,—William W. Locke.

SEWING,—Mary A. McClearn.

SUBSTITUTE TEACHER,—Dorothy H. McManus.

REPORT OF THE SCHOOL COMMITTEE.

JANUARY 31, 1900.

To the Inhabitants of the Town of Dedham:—

THE School Committee have the honor to submit their report for the year ending January 31, 1900. The year 1899 closed the 255th year of our free school system, which was established by a vote of the Town on January 1, 1644-5.

On March 11, 1899, your Committee met for organization, elected their chairman, and appointed the usual sub-committees, which results are given in tabulated form on the preceding pages; following these facts will be found a list of the schools and teachers which completes in the main the organization of the school system of the Town.

At the beginning of this report it is proper that mention should be made of the action of the Committee, at the same meeting, upon the retirement of Hon. Frederick D. Ely from the Board and from his position as chairman. The following minutes were passed to be spread upon the records:—

We, the members of the School Committee, with feelings of the highest regard and respect for our former associate, the Hon. Frederick D. Ely, wish to place upon record our appreciation of his valuable services rendered to the Town as a member of this Board.

Entering upon the duties of his first term in March, 1882, he served one year, 1884-5 as chairman. Elected again in 1890, after ably representing this district in Congress, he was at once chosen chairman, which position he continued to fill until the

present time. With an eye single to the welfare and best interests of the schools of Dedham, he has succeeded with rare ability and devotion in keeping the standard of education high. Those who have stood nearest to him bear witness to this fact, and to a strength of purpose rarely excelled.

We feel that the people of the Town unite with us in expressing grateful thanks to him for the steady improvement of the schools since he entered upon his duties as chairman of this Board; for the tact and ability with which he has met and settled difficult questions, and for the marked success which has attended his efforts to secure two of the best appointed school-houses in the Commonwealth.

TEACHERS.

There are now in the schools forty-three regular teachers and six special teachers, and from this number only three resignations have taken place during the past year. In each case the reason for the change was a good and sufficient personal one, without regard to salary. It is a satisfaction to refer to this matter, because, owing to the liberality of the citizens of the Town in allowing the Committee to pay fair salaries, teachers are less desirous to leave for more remunerative positions. It is a pleasure to note here the appreciation by the Committee, and the townspeople as well, of the faithfulness of the teachers and their loyalty to the best interests of the schools. Not less marked is their hearty co-operation, in carrying to a successful issue, with the Superintendent of Schools and the Committee, the part of the work placed in their care. The changes which have taken place in the teaching force are given below, by schools.

HIGH. At the close of the school year in June Miss Annabel Stetson resigned her position as teacher of English. She was chosen to fill a vacancy in February, 1897, and her services to the school during two

years and a half were of the highest value. She had taught many years in Miss Wesselhoeft's private school in Boston, and before that had completed a successful experience in the Portland High School. Her work in Dedham amply bore out her commendation to the Committee, and they wish hereby to record their appreciation of her services. The English is now practically in charge of Miss Elizabeth G. Tracy, who continues with excellent satisfaction.

In June, 1898, the Committee granted leave of absence without pay to Miss Marion J. Wendell, during the school year 1898-9, which time was spent mostly in Germany for purposes of study and travel. Meantime the work of the school was carried on through a re-adjustment of the studies. The Committee wish to express their pleasure that Miss Wendell returned to her accustomed place at the beginning of the present school year. The teaching of German was assigned to her, and the school will thus gain the benefit of her year's work abroad.

AMES. In April, Miss Marion N. Darling, who had been elected master's assistant in January, 1899, resigned her position, and the vacancy was filled by the election of Miss L. Mabel Munson, who is a graduate of the North Adams Normal School.

In June, Miss Barbara E. Vogler was transferred to the fifth grade, Avery School, to fill a vacancy. It was clear to the Committee, in September, that the sixth grade was too large for Miss Bertha V. Cobb to do the required amount of work. With this in mind, Miss Helen A. Waterman, a graduate of the Framingham Normal School, was chosen assistant.

AVERY. At the close of the school year, in June, Miss Martha E. Shaw resigned her position as teacher

of the fifth grade. Miss Vogler was transferred from the Ames School to fill the vacancy.

QUINCY. In April, 1889, Miss Hattie B. Sears, who had taught the second grade since September, 1895, resigned her position, and during the remainder of the year her place was filled by a substitute teacher. In September, Miss Mary C. Hannon took charge of the grade, having been transferred from the Riverdale School.

RIVERDALE. The vacancy in this school caused by the transfer of Miss Hannon was filled by the election of Miss May H. Wentworth, a graduate of the Bridgewater Normal School, class of 1898.

AMES KINDERGARTEN. In September, Miss Mary F. Nowell continued as teacher of the kindergarten, and the Committee feel that she has carried on the work with excellent satisfaction. She has been ably assisted by Miss A. R. Hinman, who has given her services, with the only condition that the Committee should pay her expenses.

avery Kindergarten. In September Miss Mabel G. Berry, who had been associated with Miss Nowell in the kindergarten in the Ames building, during 1898-9, took charge of the school at the Avery, and has done successful work. Her assistant has been Miss Marion R. Stevens, who, like Miss Hinman, has given her services.

CONDITION OF THE SCHOOLS.

It is a satisfaction to the Committee to report substantial progress in the schools during the past year, and to express a natural feeling of pride that our school system stands well compared with that of other

towns in the Commonwealth, similarly situated or even with greater advantages. The report of Superintendent Hine gives in detail interesting facts and statistics which have come under his observation. His relation to the teachers and the work of the schools, is such as to offer the greatest encouragement and inspiration.

The General Court, on June 2, 1898, passed "An Act relative to School Attendance and Truancy," which took the place of the earlier law. It is given below with the changes and additions in italics as far as the studies are concerned. It is required that the schools shall give instruction in

Orthography, reading, writing, the English *language* and grammar, geography, arithmetic, drawing, the history of the United States, physiology and hygiene . . . and good behavior. *Bookkeeping, algebra, geometry, one or more foreign languages, the elements of natural sciences, kindergarten training, manual training, agriculture, sewing, cooking, vocal music, physical training, civil government, ethics and such other subjects* as the school committee deem expedient, may be taught in the public schools. [Chapter 496, Section 1, 1898.]

Your Committee, whose efforts have always been generously seconded by the citizens of the Town, in their endeavor to keep our schools abreast with the times, have had an eye single to the successful teaching of the branches required to be taught. Owing to the conditions of our modern life the demands upon our schools have been very great, but not without the expressed desire to make them more efficient in the education of young people.

Satisfactory progress has been made in the teaching of music, which has continued in charge of Mr. Cole. Since June he has been assisted by Mr. J. L. Gibb, who has applied himself faithfully. Mr. Cole's report gives an interesting *resume* of the work of recent years, which has greatly prospered under his hands.

Miss Dranga and Miss Morton have continued the teaching of drawing with the usual good results. Miss Dranga's report will be found on subsequent pages.

The Sloyd schools in charge of Mr. Locke have been successful; and he has imparted a life to the work which has long been needed. His idea of the educational power of this form of manual training, and its far reaching influence, if properly taught, has been a source of inspiration to those who have come under his charge. The Committee wish to express their thorough appreciation of his efforts. His work, especially in connection with the High School, has added strength to the course of study.

The results in the teaching of sewing, in charge of Miss McClearn, have been gratifying to the Board, who feel that she has earnestly devoted herself to the work.

KINDERGARTEN.

In the Ames Schoolhouse, a kindergarten has been kept since the fall of 1898, and has been supported by the town since September last. The sum of \$750, appropriated at the April meeting has been applied to this one and another school opened at the Avery at the beginning of the present school year. These two kindergartens have been in successful

operation; and the Committee wish to express their grateful thanks to Misses Hinman and Stevens, who have so kindly assisted Miss Nowell and Miss Berry without pay for their services except a small amount for expenses. The appropriation will last until April 1, and the Committee express an earnest desire that the work which has been so well begun should continue for another year, to show its rightful claim to a permanent place in our school system. It is the universal rule that those who have had anything to do with a good kindergarten are heartily in its favor. In granting money for the continuance of the two schools, Dedham will be keeping in line with many other towns in the Commonwealth which have already established kindergartens.

In January, 1899, the Secretary of the State Board of Education gave statistics about kindergartens and there recognized the great educational and public importance of the movement. Several of the State Normal schools have for many years been fitting kindergarten teachers for the work. There are now twenty-four public kindergartens in Norfolk County, in the towns of Braintree, Brookline, Dedham, Medway and Milton.

SCHOOL BUILDINGS.

For five years the citizens of Dedham have given their attention to the building of two large school-houses, the Avery and the Ames, with good and improved modern equipments. These have been greatly appreciated by hundreds of school children, as well as by parents and teachers. Probably for a generation at least, they will continue to serve the town acceptably.

Two other matters have engaged the attention of your Committee, and should soon receive the careful judgment of the voters of the town. These relate to the High and Oakdale school buildings and are summed up as follows:—

HIGH. It will be seen by the reports which follow this, that at an early date steps must be taken to enlarge the schoolhouse to accommodate the increasing number of pupils. When this is done it is highly important that the system of heating and ventilation should be changed also. It must be clear to the citizens of the town who have watched the progress of the school during recent years that it is growing stronger and deservedly more popular. No statements could be more convincing of the *immediate* needs of the school than will be found in the reports of Superintendent Hine and the Principal, Mr. Joyce.

OAKDALE. In the Superintendent's report, following, there will be found some statistics in regard to the school accommodations at Oakdale. The Committee feel it their duty to keep this matter fresh in the minds of the citizens. In considering this important question, several conditions must be taken into account. The time when a new schoolhouse shall be built must depend first upon a substantial agreement as to the *place* of the new site. With the new school lot purchased, it will be an easier matter afterward to provide for the new structure. There is no getting away from the difficulty; and it is only a question of a few years when the new building must be ready for service. No part of the town has grown or will grow more than Oakdale, and it is important to move carefully in the matter. The following is an extract from Judge Ely's report of last year:—

Three-fourths of the children in the public schools have now excellent school buildings. One-half of the others have satisfactory school buildings. This leaves to be mentioned the Oakdale School-house. It is not, and cannot be made, satisfactory. It can only be made to serve its present use by transferring a part of the Oakdale children to the Avery School. The rooms are small, the light is insufficient, the ventilation—there is no ventilation. In justice to the people of Oakdale, a new school-house should be erected there in the near future. Not only so, but it will soon become necessary to take some action to relieve the crowded condition of the Avery School-house. Either the reading room must be used exclusively for school purposes, or an extension or enlargement of the building must be made, or a suitable building erected in Oakdale to accommodate all the Oakdale children and many of those on the border line between the Oakdale and Avery schools. Preliminary to the building of a new Oakdale school-house, it will be necessary to select a new location for it. The old lot is manifestly unfit, both in size and position. So far as the Committee are informed, everybody is opposed to placing the new building on the old lot. The selection of a new lot is a serious matter, and one that should be carefully and dispassionately considered. More than once a quarrel over competing locations has retarded for several years the erection of a much-needed school-house. It is to be hoped that the Town will not again stumble over such a projecting stone. But, acting in the best of temper, the location of this school-house is one on which men may well differ. When the majority decide, let us all acquiesce. It is mainly a question for the people of Oakdale. In the opinion of the Committee the Town should erect a school-house at Oakdale of the proportions of the Avery School-house. These two school-houses, with the Quincy, will not afford too great accommodation for the pupils of East Dedham in the immediate future.

WORKS OF ART.

Since the building of the Ames and Avery school-houses, an effort has been made to place upon the

walls of the various school rooms, suggestive and famous pictures, statuary, and other works of art, which will bring to the scholars ideas of the beautiful, of action, of noble character and of stirring events in the world's history. Whatever will be a source of inspiration to our scholars should be present, if possible, to help in shaping their character. Much has been done in other towns by public spirited citizens, who have given generously to help along the good work. The Committee wish to call this matter to the attention of the people of the town, and to express the hope that something will be done in this direction to make our school rooms more attractive.

An interesting list of pictures and works of art already placed in several school rooms is given by the Superintendent in his report; and it is suggestive of how much may be accomplished by a little effort. The Committee have noticed with pleasure in recent years the interest which graduating classes have taken by giving to the school they are leaving a beautiful picture to adorn the walls.

ESTIMATE FOR 1900-1.

In making the following estimate for the ensuing year, the increase of \$500 over last year's appropriation will be needed to pay the salaries of two assistant teachers. Two classes have grown too large for the regular teachers to do the work properly, and the need of assistance is imperative. The voters must take into consideration the fact that the school census, taken last September shows 58 more children of school age than last year.

Salaries of teachers and Superintendent	\$29,900
Care of school houses, grounds, and janitors' supplies	2,700
General repairs and grading school yard	1,500
Fuel	2,300
Lighting	100
School books and school supplies	2,200
Furniture	200
Laboratories	200
Manual training and sewing	900
	<hr/>
	\$40,000
Kindergartens	\$1,000

JULIUS H. TUTTLE,
Chairman.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham:—

I herewith submit my seventh annual report:

STATISTICS.

Value of real and personal property,	.	\$8,428,028
Population, estimated	.	7,500
Number of children between five and fifteen years		
of age, May 1, 1898,	.	1,241
Number of children between five and fifteen years		
of age, Oct. 1, 1899,	.	1,299
Average number belonging, 1899-1900,	.	1,275
Average attendance, 1899-1900,	.	1,188
Average number belonging in kindergartens,		63
Average attendance in kindergartens,	.	49

HIGH SCHOOL.

The number of pupils enrolled in the High School January 1, 1900, was one hundred and eighty-three, as compared with one hundred and sixty-nine January 1, 1899.

The following table shows the number of pupils enrolled in the different grades since 1891. By following the lines of figures in light and heavy type running diagonally downward towards the right, the size of the same class may be traced from year to year.

Number enrolled.

June	Number enrolled.										Jan. 1900
	1891	'92	'93	'94	'95	'96	'97	'98	'99		
Grade 2	123	132	125	130	123	127	126	128	123	129	
Grade 3	128	109	117	117	106	121	125	126	120	129	
Grade 4	127	118	111	105	122	127	135	136	119	139	
Grade 5	105	115	112	107	101	116	131	104	121	108	
Grade 6	80	99	112	101	94	100	118	108	96	141	
Grade 7	66	73	92	86	80	81	91	89	79	102	
Grade 8	78	50	52	70	73	86	92	87	87	83	
Grade 9, Graduates	42	55	59	59	65	67	81	77	80	81	
Entered High in Sept.	36	40	56	57	56	61	73	61	71		
High, 4th Class	35	26	31	53	48	47	57	77	54	64	
3d "	24	18	15	26	41	41	41	52	45	41	
Junior	25	20	13	7	23	35	27	32	36	40	
Senior	17	18	13	10	6	20	30	34	26	36	
Pupils in High,											
Jan. 1	113	91	85	91	116	135	157	185	169	183	

It appears that there has been little increase in the second grade, while there has been steady growth in the higher grades. Nearly all who are graduated from the grammar schools and who receive certificates enter the High School.

The number of pupils of the classes of 1897, 1898, and 1899 attending higher institutions is as follows:—

	1897	1898	1899
Boston College,	1		
Boston Normal School,	2	2	
Boston University,	1		1
Boston University, Medical School,	1		
Bridgewater Normal School,		4	1
Harvard College,	2	1	2
Harvard Dental School,	1		
Harvard College School of Veterinary Medicine,	1		
Radcliffe College,		1	1
Mass. Institute of Technology,	2	2	2
Smith College,			1
Wellesley College,		1	
	—	—	—
	11	11	8

Thirteen and eight-tenths per cent of the pupils enrolled in the schools are now in the High School, as compared with eight and five-tenths per cent in the whole State.

About one hundred and twenty-five pupils enter the primary rooms each year, eighty are graduated from the grammar schools, and seventy enter the High School. This means that more than fifty per cent of the children of Dedham avail themselves of high-school privileges for a longer or a shorter time. Nearly one-third of these complete the four years' course, and one-third of the graduates attend higher institutions.

In view of these facts Dedham does not offer proper advantages to those who complete their education in the public schools.

The extract below is taken from the recent report of the Secretary of the State Board of Education:

High Schools.—The State law now recognizes but one kind or grade of high school, instead of two as formerly. This high school, to comply with the statute, must conform to the following standard:—

- (a) It must be adequately equipped.
- (b) It must be taught by a principal, and such assistants as may be needed, of competent ability and good morals.
- (c) It must give instructions in such statutory subjects as may be deemed expedient to teach, and in such additional subjects as may be required for general culture or for admission to normal schools, technical schools and colleges.
- (d) It must maintain one or more courses, at least four years in length.
- (e) It must be kept forty weeks, exclusive of vacations.

Our high school offers merely the education required by law. A business course, including instruc-

tion in stenography and typewriting, business forms and commercial law would, I am confident, be elected by one-half of the school, and would hold many who are now compelled to seek a commercial education elsewhere. "It is no more technical than a strictly classical or college preparatory course."

GRAMMAR SCHOOLS.

Ninth Grade. Several minor changes have been made in this grade. After the first term geography is omitted and more attention given to English and composition.

Latin is elected by six girls and thirteen boys in the Ames and by six girls in the Avery. As the classes are small, more has been accomplished than in former years. If a boy intends to enter college under the present requirements, he must begin Latin in the ninth grade or earlier.

The following table exhibits the time devoted to each subject by the English section of the Ames:

	Minutes per week	Per cent.
General exercises,	30	2.10
History,	210	14.73
Arithmetic,	240	16.84
English,		
Grammar,	180 }	
Composition,	180 }	31.58
Spelling,	90 }	
Reading and Literature,	150	10.52
Writing,	75	5.27
Music,	90	6.32
Drawing,	90	6.32
Science, Elementary Physics, Physiology, Hygiene,	90	6.82
Total.	1425	
Latin (optional),	120	8.42

It will be seen that arithmetic, grammar, composition, history, reading and writing occupy eighty per cent of the school time; music, drawing, elementary physics and physiology, eighteen per cent. These are subjects universally acknowledged to be essential parts of a common school education.

HISTORY.

The younger children now read many of the books formerly used in the fifth and sixth grades, and the biographies and stories of American history have been supplemented by those of other nations. In the fourth grade Montgomery's Beginner's History, Baldwin's Old Greek Stories, Fifty Famous Stories Retold are read; in the fifth, Eggleston's Primary History and Guerber's Story of the Thirteen Colonies; in the sixth, Guerber's Story of the Great Republic, Hawthorne's Grandfather's Chair and Biographical Stories, Blaisdell's Stories from English History, Clarke's Story of Cæsar and Story of Troy. The course of study includes biographies of Alexander the Great, Hannibal, Peter the Hermit, Joan of Arc, Peter the Great, Napoleon and others. Many works of historical fiction adapted to these grades have been added to the Public Library, and have been found useful.

The study of history affords a better training for citizenship than mathematics or a foreign language. It is to be hoped that the course will be so strengthened that it will take the place of Greek in the college preparatory course as recommended in the report of the Principal of the High School.

I quote the following from a Report upon a Course of Studies for Elementary Schools by Mr. John T. Prince: "The limitations of subject-matter in

history should be determined largely by the limitations of time and by the demands of other subjects. Not even a minimum of requirements should be prescribed so far at least as such requirements are made a basis for marking or examinations. In this, as in no other subject, may the amount read and studied be adapted to the abilities of each individual pupil. If the work required to be done be given out and recited by subjects or topics, each pupil may learn as much of each subject or topic as time and ability will permit. The course, therefore, should be so arranged as to permit the greatest degree of freedom in teaching the subject. If this is done and examinations have their proper place, the teachers alone will be responsible if the pupils have not a loving interest in the subject,—not only while they are being taught, but also after they have left school."

SPELLING AND WRITING.

The American Word book has been placed in the hands of the pupils of the grammar grades. Desk copies of the Morse and other spellers have also been purchased for the use of the teachers. Systematic instruction in phonics has been given to all pupils.

The vertical system of writing introduced four years ago is, with few modifications, now in use. As far as form and legibility are concerned the penmanship of our schools is excellent.

KINDERGARTENS.

At the last annual meeting \$750 was appropriated for the establishment of two kindergartens. During the summer vacation a room was finished off for one in the basement of the Avery building, the other was continued in the Ames. Miss Mary F. Nowell and

Miss Mabel G. Berry were employed as teachers, and Miss Agnes R. Hinman and Miss Marion R. Stevens as assistants.

Of the sum appropriated, \$533.98 has been expended, \$447.40 for teachers' salaries and car-fares of assistants, \$86.58 for supplies, etc., leaving a balance of \$216.02 for all expenses to April 1, 1900. The maintenance of two kindergartens for the year 1900-1901 will cost at least \$1000.

The schools are located so as to accommodate the greatest possible number of pupils. Of the two hundred children between three and five years of age, only sixty-three were enrolled during January, 1900, and the average attendance was forty-nine.

In Dedham no class has yet entered the primary schools with two years' kindergarten training to prove its value; in the State it has demonstrated its right to a place in the public school system.

STATISTICS OF THE KINDERGARTENS.

	AMES.		AVERY.	
	Number belonging.	Daily attendance.	Number belonging.	Daily attendance.
September	28	25	39	29
October	31	22	41	35
November	27	22	37	27
December	31	23	32	20
January	27	23	21	18
Average	—	—	—	—
	29	23	34	26

MANUAL TRAINING.

The number of boys receiving instruction in manual training during January, 1900 was as follows:

HIGH		AMES.	AVERY.	OAKDALE.
Senior Class	3	Fifth Grade	20	
Junior "	8	Sixth "	23	.
Third "	9	Seventh "	18	19
		Eighth "	21	5
		Ninth "	16	4

I cannot speak too highly of the work of Mr. Locke. He is an experienced teacher and possesses remarkable skill as instructor and disciplinarian. During the two days a week that he is employed he comes in contact with one hundred and fifty-three different pupils. On account of the expense, Dedham cannot maintain a Manual Training High School. We can, however, continue and extend somewhat the work now done,—equal in its beneficial results to the courses in many schools devoted entirely to this subject.

In the eighth grade of the Avery the time devoted to sloyd is taken from drawing, and in the ninth the boys are allowed to choose between sloyd and Latin. It would not be profitable to give the teaching time to the few who would elect sloyd in these grades at the Ames.

SEWING.

No change has been made in the course of study in this subject. Better results have been secured than in former years. In all grades excepting the fourth and fifth, while the girls receive instruction in sewing the boys are in the sloyd shop. Below will be found the number of girls in the different classes.

	Ames.	Avery.	Oakdale.	Quincy.
Grade 4		13	.	19
" 5	20	24	.	
" 6	30	28	15	
" 7	24	23	13	
" 8	.	.	.	7

PUBLIC LIBRARY.

The report of the Trustees of the Public Library shows an increase in the number of books sent to the schools. A new catalogue of juvenile literature, now in preparation, which includes also works of history, science and travel, will add to the usefulness and influence of the library. The teachers have taken interest in selecting and using in the schoolroom books bearing upon the work of their grades in history and geography.

SCHOOL ACCOMMODATIONS.

Avery. January 1, 1900, the enrolment of the different rooms of the Avery School was as follows:—

Room 1,	Grade 1	. . . .	36
" 2,	" 2	. . . .	26
Reading Room,	" 3	. . . .	25
Room 4,	" 4	. . . .	33
" 5,	" 5	. . . .	43
" 6,	" 6	. . . .	42
Hall,	" 6	. . . .	27
Room 7,	" 7	. . . .	44
" 8,	" 8	. . . .	35
" 9,	" 9	. . . .	44

All of the rooms excepting the hall and reading room, which are much larger, are 29x32 feet, and will seat from forty-five to fifty pupils. The employment of an assistant in the ninth grade will necessitate the use of the master's office as a recitation room until the end of the year.

Sixty-nine pupils are now enrolled in the two sixth grades. The fifth grade which will be formed in September by the promotion of the present fourth grades of the Avery and Quincy will number between fifty and sixty, and an assistant must be employed.

Oakdale. The average attendance in the different grades of this building during the month of January, 1900, was as follows:

Room 1 . . .	Grades 1 and 2	39
" 2 : : "	" 3 " 4	32
" 3 : : "	" 5 " 6	33
" 4 : : "	" 7 " 8	27

As the rooms are 29x32 feet and cannot seat more than forty pupils, it will be necessary in April to employ an assistant in the first and second grades, as was done two years ago.

The first grade of the Avery building is lighted by six windows, the amount of window space being 208 square feet; the first grade of the Oakdale, by four small windows, with a total amount of window space of 68 square feet.

The volume of the master's room of the Avery is 11,679 cubic feet, or 292 cubic feet per pupil for forty pupils, and the air of the room is renewed every five minutes; the volume of each of the rooms of the Oakdale is 7218 cubic feet, or 180 cubic feet per pupil, with no means of ventilation excepting the doors and windows. It is interesting to compare the above statements with those given in regard to the old Ames building in the report of 1897.

Ames. Ten rooms are now occupied as regular school rooms, one as a recitation room and one by a small division of the sixth grade. The kindergarten room in the basement is used daily, and the sloyd room two days a week as in previous years. Ten regular teachers, two assistants, the kindergartner and an assistant are employed.

REPAIRS.

The High-school building has been in use since 1886, thirteen years. A considerable sum must be

expended yearly in repairing the laboratory unless the plumbing is entirely renewed. The pipes have been corroded by the acids used in chemical experiments, although the greatest care has been used. The first cost was about \$500, and at least \$350 will be needed for this purpose.

The building must be shingled within two or three years. When this is done the walls and ceilings, now badly cracked and stained, should be tinted. The boiler is in good condition, but thirteen years is more than the average life of a sectional boiler. When this gives out a new system of ventilation and heating should be installed. Your attention is called to the report of Mr. Joyce in regard to this matter.

INSURANCE.

The insurance policies on the Avery School building and contents, with the exception of those in mutual companies, will expire in September. The sum of \$553.70 will be needed to renew them.

BURGESS SCHOOLHOUSE.

The sum of \$192.50 was received from the sale of the Burgess School property, and has been deposited with the Town Treasurer. Beginning with February, 1900, the children from this district who have attended the Colburn school in Westwood will be transported to the Dexter.

In the following pages will be found a list of the pictures in the schools, and usual reports and statistics.

RODERICK W. HINE,
Superintendent.

HIGH SCHOOL.

FOR several years I have referred with considerable emphasis to the fact that the number of pupils availing themselves of the possibilities of a high school education in this town is increasing. While the tendency to remain longer in school is manifestly a growing one throughout the State, I find that in Dedham the number of high school scholars to-day bears to the enrollment the relation of one to six, which is about twice that in the State at large. In this connection statistics of the classes graduated during the past seven years together with those of the present Senior Class may be interesting.

Class of	-	-	-	'93	'94	'95	'96	'97	'98	'99	'00	Totals
Boys	-	-	-	4	5	3	5	14	11	13	13	68
Girls	-	-	-	9	5	3	15	16	23	12	20	108
Total in each class	-	-	-	13	10	6	20	30	34	25	33	171
College	-	-	-	1	1	4	3	4	4	5	3	25
Institute	-	-	-	0	1	0	0	2	2	2	4	11
Normal School	-	-	-	2	1	1	3	2	6	1	2	18
Professional School	-	-	-	1	0	0	1	4	0	0	0	6

From this we learn that the total number of boys in the graduating classes is sixty-eight, while the girls number one hundred and three, or about two boys to three girls enjoy the full advantages of the high school training which this town affords. In the first four years the total number of graduates was forty-nine; in the last four years one hundred and twenty-two, or an increase of one hundred and fifty

per cent. In the same periods of time we notice that nineteen went to college, normal, or professional schools in the first four years, while in the last four, the number is forty-one, an increase of more than one hundred per cent, or in other words, about one in three continues his education after graduating. This does not include those who spend six months, or a year, in business colleges. Such a growth is, it seems to me, extremely gratifying.

Following the custom which has prevailed during the past few years, the School Committee voted an appropriation of fifty dollars for the purchase of books for the Slafter Reference Library. Below follows a list of books added the past year.

- Alice's Adventures in Wonderland,—Carroll, Lewis.
- Alphabets ; A Manual of Lettering for the Use of Students,
—Strange, E. F.
- Austria,—Whitman, Sidney.
- Captains Courageous,—Kipling, Rudyard.
- Days of Jeanne D'Arc,—Catherwood, M. H.
- Departmental Dittees, Ballads and Barrack-Room Ballads,
—Kipling, Rudyard.
- Deutsche Lyrik,—Buckheim, C. A.
- Electricity in Daily Life,—Trowbridge, John.
- Elements of Natural Philosophy,—Kelvin and Tait.
- English Novel, The,—Lanier, Sidney.
- Fairy Land of Science, The,—Buckley, A. B.
- Florence,—Vriarte, Charles.
- Golden Treasury of Song and Lyrics (2 Vols.)—Palgrave, F. T.
- Gulliver's Travels,—Swift, Jonathan.
- Hand Book of Ornament.—Meyer, F. S.
- Herodotus,—Carey, H. F.
- History of Chemistry,—Venable, F. P.
- History of England,—Coman and Kendall.
- History of English Literature in the 18th Century,—Gosse,
Edmund.
- History of Greece (4 Vols.),—Hohn, Adolph.

Making of England, The,—Green, J. R.
 Making of the Nation, The.—Walker, F. A.
 Man without a Country, The,—Hale, E. E.
 Many Inventions,—Kipling, Rudyard.
 Marchen, Andersons.
 New Astronomy,—Todd, David.
 Odyssey of Homer,—Palmer, G. H.
 Pilgrim's Progress,—Bunyan, John.
 Seven Seas, The,—Kipling, Rudyard.
 Through the Looking Glass,—Carroll, Lewis.
 Thucydides,—Dale, H.
 Zenice,—Yriarte, Charles.
 What is Electricity,—Trowbridge, John.
 With Kitchener to Khartum,—Steevens, G. W.

Last volume of Dedham Records was presented by Don Gleason Hill, Esq., who brought the book to the school and gave a very interesting talk to the scholars upon the Australian Ballot System.

A card catalogue of the books has been begun and it is the purpose of the teachers to make this catalogue a matter of great usefulness to the pupils by inserting a large number of cross-references and subordinate topics.

I desire to call attention to the list the Superintendent gives of the pictures which have been placed, from time to time, on the walls of the High School. Special mention must here be made of the picture presented to the school November last by the members of the Class of '51. It was a thoughtful gift and it is very fitting that the portrait of Mr. Charles J. Capen, first Principal of the school and one so identified with all educational interests of the town for more than half a century, should be placed in the keeping of the High School.

While we are glad to note from year to year an increase in numbers, we must remember that the accommodations remain the same, and excepting a

possibility of ten more desks in the assembly hall and perhaps five more in one of the recitation rooms, we have reached the limit so far as present space is concerned. Moreover, reference has been made in previous reports to the need of some system of ventilation, and whenever any plan for proper ventilation is devised, there should be coupled with this the consideration of increased accommodations. The boiler which is now used, is thirteen years old and, as it is a cast-iron, sectional boiler, it will not, in all probability, last much longer. I would suggest, then, that a tubular boiler replace this old one; that the gravity system of ventilation which is now used in the Avery School be introduced; that a new boiler room and coal shed be provided; and that the present furnace room be made suitable for class-work, preferably for drawing, as the present rooms are very crowded and wholly unfit for the work which might be accomplished. This alteration can be made without changing the present roof, at a moderate cost. That this is the best plan to follow may not be evident to all, but that something must be done at once is, I think, beyond dispute. For instance one can readily see that the new Avery, or Ames, school building would be too small if the present number of pupils should be doubled, is it not reasonable to expect that the same result follows in the case of the High School. Then we must remember that there is no system of ventilation in the building that gives any result whatever. I trust that this condition of affairs may soon receive the attention of the citizens.

Upon a previous page I have shown that one scholar in every three in this town goes to a higher school and, so far as he is concerned, the course of study is pretty definitely determined, but I am thinking now of the other two who do not continue their studies. In general we may say that the require-

ments for college have been so modified that they exert a beneficial influence in raising the standard of the work done by the non-college student. It will be seen, furthermore, that we offer five distinct courses so that the pupils have a fairly wide range of electives. We must not, however, concern ourselves all together with what studies the pupils shall take, nor by what method the matter may be best presented but rather that each study may develop the self-activity of the boy or girl so that he may find himself in a position, later in life, to meet the problem which may arise for him to settle but which cannot, by any possibility, be foreseen to-day; that it may develop in him a spirit of service, of usefulness, and of trustworthiness, so that he will desire to look beyond his own interests, or that of any party, to what is of greatest importance to the whole community in which he lives.

What illustrations history offers to teach us how to live to-day; what precision we gain from the study of mathematics; how contact with the great minds in art, music, and literature awaken our thought and sense of the beautiful, and helps us in some way to express ourselves so as to influence others! How full is science of evidence that a benign Creator would teach us the lesson, "Not for ourselves, but for others!"

In concluding then, I am forced to believe that no one has a right to say that this subject or that subject is of more importance in the formation of character, but rather to have a young person during his school life, come in contact with these general lines of study, so that they may all exert a moulding influence upon him until, when he goes into the world, he shall be filled with the determination to give his life to the service of others. May this be the motive of the Dedham High School.

Upon following pages will be found a general plan of studies in the school.

GEORGE F. JOYCE, JR.

HIGH SCHOOL.

General Plan of Studies.

FIRST YEAR.

CLASSICAL COURSE.			ENGLISH COURSE.		
	Months.	Periods.		Months.	Periods.
Algebra . . .	10	4	Algebra . . .	10	4
Drawing . . .	10	1	Book-keeping . . .	10	2
English . . .	10	3	Composition . . .	10	1
History . . .	10	2	Drawing . . .	10	1
Latin . . .	10	4	English . . .	10	3
Rhetoric . . .	10	2	History . . .	10	2
Total per week,		—	Rhetoric . . .	10	2
	16				—
					15

SECOND YEAR.

CLASSICAL COURSE.			COLLEGE COURSE.		
	Months.	Periods.		Months.	Periods.
Drawing . . .	10	1	English . . .	10	3
English . . .	10	3	French . . .	10	3
French . . .	10	3	Greek . . .	10	4
Geometry . . .	10	3	Geometry . . .	10	3
Latin . . .	10	4	Latin . . .	10	4
Physics . . .	10	4			—
Total per week,		—			17
	18				

MANUAL TRAINING.			MODERN LANGUAGE.		
	Months.	Periods.		Months.	Periods.
Bench Work . . .	10	3	Drawing . . .	10	1
Drawing . . .	10	1	English . . .	10	3
English . . .	10	3	French . . .	10	3
Geometry . . .	10	3	Geometry . . .	10	3
History . . .	10	2	History . . .	10	2
Physics . . .	10	4	Physics . . .	10	4
Total per week,		—			—
	18				16

JUNIOR CLASS.**CLASSICAL COURSE.**

	Months.	Periods.		Months.	Periods.
Chemistry . . .	10	4	Algebra, College . .	10	2
Drawing . . .	10	1	English . . .	10	3
English . . .	10	3	French . . .	10	3
French . . .	10	3	Geometry College . .	10	2
History . . .	10	2	Greek . . .	10	4
Latin . . .	10	4	Latin . . .	10	4
<hr/>			<hr/>		
Total per week,		17			18

INSTITUTE COURSE.

	Months.	Periods.		Months.	Periods.
Algebra, Institute . . .	10	2	Chemistry . . .	10	4
Drawing . . .	10	1	Drawing . . .	10	1
English . . .	10	3	English . . .	10	3
French . . .	10	3	German . . .	10	3
Geometry, Institute . . .	10	2	History . . .	10	2
German . . .	10	3	Bench work . . .	10	3
History . . .	10	2	<hr/>		
Total per week,		16			16

MODERN LANGUAGE COURSE.

	Months.	Periods.		Months.	Periods.
Chemistry
Drawing
English
French
German
History
<hr/>			<hr/>		
Total per week

SENIOR CLASS.

CLASSICAL COURSE.

	Months.	Periods.	
Astronomy, a	. . . 5	3	
Drawing	. . . 10	1	
English	. . . 10	3	
French	. . . 10	3	
Geology, b	. . . 5	3	
History, U.S. Civil	. . . 10	4	
Government	. . . 10	4	
Latin	. . . 10	4	
Total per week,		18	

COLLEGE COURSE.

	Months.	Periods.	
College preparatory History	. . . 10	3	
English	. . . 10	3	
French	. . . 10	3	
Greek	. . . 10	4	
Latin	. . . 10	4	
College Physics	. . . 10	3	
Total per week,			20

INSTITUTE COURSE.

	Months.	Periods.	
Chemistry	. . . 10	2	
Drawing	. . . 10	1	
English	. . . 10	3	
French	. . . 10	3	
Geometry, solid, a	. . . 5	2	
German	. . . 10	3	
Trigonometry, b	. . . 5	2	
Total per week,		14	

MANUAL TRAINING.

	Months.	Periods.	
Astronomy, a	. . . 5	3	
Chemistry	. . . 10	2	
Drawing	. . . 10	1	
English	. . . 10	3	
Geology, b	. . . 5	3	
History, U.S. Civil Gov't.	. . . 10	4	
Bench work	. . . 10	3	
Total per week,		14	

MODERN LANGUAGE COURSE.

	Months.	Periods.	
Astronomy, a	5
Drawing	10
English	10
French	10
Geology, b	5
German	10
History, U.S. Civil Government	4
Total per week	17

At the beginning of the First Year in the school pupils are allowed to choose between Latin and Book-keeping. When the choice is made the average age of the class is fourteen years and nine months. The choice of Classical, College, Manual Training, or Modern Language course should be made at the close of the First Year. Members of the school who intend to prepare for the Institute of Technology may elect the preparatory course at the close of the Second Year.

It is intended to make the names of the courses self-explanatory but it may be well to add that the work in the College and Institute Courses is governed largely by the requirements published, from time to time, in the catalogues of the various institutions. To one desirous of entering the Normal School, it is suggested that she elect the Classical Course.

Boys who show no special aptitude for language work are recommended to take the Manual Training Course.

While it is expected that parents will guide their children in electing studies, the teachers are glad to confer with them, in as much as their knowledge of a pupil's ability and the demands of the course that may be elected put them in a position to advise intelligently.

TIME:—The school year is divided into ten months. The foregoing plan gives the number of months for which any study is pursued; the second column of figures shows the number of recitations per week. These periods are forty-four minutes long. It is intended that each scholar shall have at least fifteen prepared exercises during the week, but, in many instances, the number will necessarily be greater.

MUSIC:—Two exercises a week in singing are given by Mr. Gibb under the direction of Mr. Cole. The time is thirty minutes for each lesson.

MUSIC.

In my contribution to the last annual report of the century it seems fitting to briefly review the entire period during which the musical instruction has been under my charge.

I began my work in Dedham in September, 1886, and one of my first duties was to teach some musical selections which were to be performed under the direction of Mr. Arthur W. Thayer, at the celebration of the 250th anniversary of the town. Mr. Henry E. Crocker was then the Superintendent of Schools, and I made a visit in company with him to each school room in town. At that time Mr. H. E. Holt was at the height of his fame as a teacher of music in public schools, and the Dedham public had been stirred to some extent by his magnetic influence, as had many another Massachusetts town. I saw many indications of a ripe opportunity to strike a blow in the interests of music.

One of the first discoveries was a lack of any systematic material for teaching music. There were a few music readers of different kinds in most of the schools, but not a sufficient number of any one kind to supply a single building. Nevertheless, there were blackboards and chalk, and we went bravely to work. As soon as possible steps were taken to secure the adoption of the Normal Music Course. I had been teaching in the public schools of Brookline two years before my election to the position of music teacher in Dedham, and I shall never forget my wonder at the rapidity with which the Dedham pupils overtook the Brookline pupils in the study of music.

At this time the High School was housed in the old building and two sessions were held each day in order to accommodate the number of pupils who desired to attend. I wish it were possible to contrast the condition of things then and now, or even four years later, when the work in the lower grades had made itself felt in the High School. The girls were quite ready to attempt whatever was desired, but the boys when asked to make an attempt to sing would, for the most part, sit there and look silly. But good nature, sympathy and perseverance finally prevailed, and we were able to show something in the way of music, to reward our efforts, at the graduating exercises in 1837. After the school removed to the new building our work was carried on under better conditions, and if the programs of the graduating exercises of those years were examined they would be a very fair criterion of the progress of the work.

In 1889 the interest in the music study was so evident and the success so marked that I became convinced of the ability of the school to sing the chorus parts of an oratorio, and much time was spent during that summer in selecting a suitable work. Haydn's "Creation" was finally settled upon, and the School Committee very considerably purchased a supply of the choruses for our use. The interest in music, and the musical ability of the sub-master, Mr. Joyce, were felt strongly at this point. Indeed, the study of music received a new impulse the moment he entered upon his duties.

It was with great curiosity and interest that I watched the school attack the various difficulties of this famous oratorio, and again and again was I surprised to see them melt away before the fresh enthusiasm of the young people. The number of boys with

bass voices was small, and this was our only obstacle. There were enough of them to sustain the part, but not to balance it against the other parts. Two performances of this work were given that year; the first in Dedham, February 18, and the second in Tremont Temple, Boston, April 1, 1890. In the first performance a few omissions were made, but in the second the entire work was given. In the latter performance the school was subjected to criticisms of the musical critics of the newspapers, and as I re-read them after the lapse of years I am struck with their fairness. I quote one sentence from the Boston Daily Advertiser of April 2, 1890: "As a whole, this performance marks a new era in school music,—an era in which the young singer is given sensible and valuable music, and the trash, twaddle and trumpery of the past years should be relegated to oblivion."

The success of this attempt at serious music was so great that a more ambitious work was chosen for study the following year,—nothing less than the world's most famous oratorio, "The Messiah." Again the School Committee sustained us and furnished the necessary copies. In this work there is absolutely nothing to appeal to popular musical taste and I have often wondered at the interest which was shown by the young people in the study of this music. The work was ready for performance and was given in Dedham on March 26th, 1891. Precisely the same chorus programme was given which was performed by the Handel and Haydn Society the same season. I make a brief quotation from a letter written to the Boston Transcript by a former member of the Boston Symphony Orchestra who was present at the performance: "These high school scholars sang the wellknown choruses not only with certainty and vigor but with relish and understanding." Upwards of six hundred

tickets were sold for this performance, the largest paying audience which has ever greeted the school at any of its concerts. The responsibility of a conductor is so heavy on such an occasion that he cannot enjoy the music as can a mere listener, but in the latter part of the last number, the "Amen" chorus, I felt I might listen to a few measures and enjoy them. I shall never forget the sight nor the sounds,—those earnest young faces, the fresh voices handling such music with such confidence and certainty. I often ask myself if I shall ever hear the like again.

It is but just to those who participated in the production of this work to say that, so far as I have been able to ascertain, the like has never been attempted by any other school, much less carried to a triumphant success. This was the high water mark in the musical history of the Dedham High School. Other famous works have been given since then and with equally good musical success, but I have never again seen the school so constituted that it would be wise to attempt so difficult a task. The nearest approach to it was the performance of a portion of Haydn's "Seasons" last year. The recent concerts of the school have contained one element which the earlier concerts lacked, viz., the High School Orchestra, and it is immensely to the credit of the young people who compose that organization that they worked so earnestly and persistently as they did in order to attain the ability to perform such a work in public.

The High School is at present studying a lighter work, which it proposes to give sometime during the season. On this occasion a unique feature will be added in the assumption of the solo parts by members of the alumni of the school.

During all these years the work of teaching music in the grammar and primary schools has gone steadily forward, and it has been my great joy to see the love of music growing constantly in the children. Whatever children come to love they are pretty likely to patronize, and what more elevating and beautiful accomplishment is there in the world?

In this connection should be mentioned the faithful and efficient work of Miss Ella F. Story, my assistant in the Brookline schools, who has for several years assisted me for a portion of one day a week in the Dedham schools. The results of her work and the friends she has made, both among the teachers and children are abundant proofs of her success.

One thing Dedham lacks, and that is a People's Choral Union. I have often wished that the High School alumni might start and sustain such a project. Its social side alone would be worth all that it would cost.

I have now to mention one important occurrence which has transpired since the last report. I refer to my relinquishment of the greater part of the work to other hands. Owing to the heavy cares which I have carried for so many years I felt that I must have some relief and the only point where relief seemed available was in the direction of Dedham. At first it seemed imperative that I should resign, and indeed my resignation was written and placed in the hands of the Superintendent of Schools; but, on consulting with him and members of the School Committee, a way was devised by which I could be relieved and yet not wholly sever my connection with the Dedham schools. In consonance with this plan, Mr. John L. Gibb, a resident of Dedham, well known and respected, was chosen at my recommendation to assume the heavier burden of the work and carry it on under my direc-

tion. Since the opening of the schools in September this plan has been in successful operation, and Mr. Gibb has shown himself both worthy and competent, and the work has moved on as before. It has been my happy fortune to visit Dedham at least every two weeks and spend a day in the schools, and I have been highly gratified at the success of the new arrangement.

In closing this brief history of the past fourteen years I wish to strongly emphasize the splendid co-operation I have received at the hands of the regular teachers. Dedham may well be proud of them, and I can never repay the kindness they have shown me. I desire further to emphasize the splendid support I have received from the Superintendent of Schools and the School Committee. The years have witnessed many changes, but no change in the support and evident appreciation which have been given to me. I cannot better close this paper (which is more a reminiscence than a report), than to honestly avow that the memory of the past fourteen years of my connection with the Dedham public schools contains no unpleas-
antness nor circumstance which I would fain forget.

SAMUEL W. COLE,

Supervisor of Music.

DRAWING.

THE fact that the students entering the High School show each year increased ability in drawing is an encouraging feature and one which speaks well for the growth of the subject, as well as for the work of the teachers in the lower grades.

In the primary grades the study of mensuration covers the necessary form study, and more attention will be paid in the future to memory and imaginative drawing and exercises in invention.

While drawing is primarily skill of mind, freedom and decision are gained by hand and arm movements. In the lowest grades blackboard drawing of simple lines and figures is practiced and will be carried on through all the grades.

It is a mistaken notion that all drawing pertaining to mechanics, carpentry and the like may be made by the use of instruments. While in the grammar grades the children work both freehand and instrumentally, in the hope that the students may gain a more ready command of the language of drawing, the work of the fourth class in the High School will be largely free-hand. The election of special work is deferred until the second year.

Design has been emphasized in the High School and the work begun in some of the grammar grades will be carried through all in the spring. The results have been so successful that we propose holding a little exhibition later in the year.

Picture study in the schools has done much to stimulate an interest in art and the environment is

favorable. A good beginning has been made in hanging well chosen pictures on harmoniously tinted walls in orderly school rooms. There is space for more pictures and we have almost no casts. The walls of the Avery school still remain untinted; but through study and contact our children are in a fair way to learn something of the meaning of painting and sculpture.

But painting, sculpture and architecture, great as they are, do not constitute the whole of art. While we try to train neither artists nor craftsmen in the public schools still, drawing should be so conducted as not only to lead the children to an appreciation of the so called fine arts, but it should also show them the relation of drawing to the industries.

The Society of Arts and Crafts is doing much to further artistic productions, but foreign countries are far ahead of us in this respect. We still as a nation, as a community, fail to appreciate the beauty that arises from simplicity of structure and ornamentation in the common objects and utensils of daily use.

I wish we could start school museums, or one central museum with loan collections for the various schools, where the children could see, for instance, beautiful examples of pottery and china, good designs in wood and iron work, harmoniously wrought fabrics and the like.

Would not such an institution have an immensely valuable and far reaching influence in the town of Dedham?

WILHELMINA N. DRANGA,

Supervisor of Drawing.

MANUAL TRAINING.

FOLLOWING the occupations of the kindergarten, which are usually extended into the lower primary classes, manual training should continue in one form or another through all grades of the grammar department and certain classes of the High School. The physical and mental life of children requires the constant and systematic development of their will, their practical insight, their creative faculties and their productive interests at the same time that their powers of apprehension, expression and logic are developed by other studies. The knowledge of facts and the sense of power become doubly strong and interesting when put to use.

Manual Training, therefore, should be for girls as well as boys. The training, strengthening and stimulating of the mind by work which is adapted to the age and requirements of a child is now recognized to be one of the most distinctive features of modern education.

Between the occupations of the kindergarten and the bench work of the sloyd school, there are several important steps, if manual training in the higher branches is to be successfully carried on. Boys under ten or eleven years are hardly old enough to do good bench work, and in the fourth or fifth grades cardboard work furnishes important onward steps. This occupation would give some experience in using materials, measuring, and elementary hand work. Before entering the sloyd room they should have clear ideas about perpendicular and parallel lines, dimensions, etc.

They should know enough about arithmetic to add simple fractions, to find one-half of three-fourths of an inch, etc., and to read their foot rule to sixteenths of an inch.

The most important preparation, however, is drawing, mechanical as well as freehand. No child can be expected to do good work with a kit of tools who has not learned to use his ruler, triangles and T square properly or trained his eye to some sense of symmetry, proportion and equality. Unless he has learned to read a simple working drawing he is constantly waiting for the personal direction and oversight of the teacher, and does not attain the active, intelligent and independent interest which should be developed by this kind of work.

The principal need of the school is a series of standard models, which shall be adopted definitely as the required work for each grade. This series would depend upon the grade with which the work began, the amount of time each week which could be assigned to the work, and the number of grades in which it could be carried out each year.

There must be some flexibility in the course, extra or substitute models should give some variety from year to year; but the general plan, the grades to take the work, the models for each grade, and the number of years over which the course might extend, should be definitely accepted and adopted with only such variations as might come with overcrowded classes in the sixth and seventh grades or small classes in the eighth and ninth grades.

W. W. LOCKE,

Teacher of Manual Training.

SEWING.

WITH a few slight changes, the work in sewing has been continued according to the outline given in my statement of last year, and the result thus far has been most satisfactory. In each grade much progress has been made. The interest of the girls in the sewing is very gratifying, and the hearty co-operation in many cases of the mothers, expressing as they have through their children their appreciation of this branch of the school work has been extremely helpful. The work has been so planned as to give, as far as possible in the time allowed each class, a substantial knowledge of the art of sewing, enabling them to put the knowledge thus obtained to a practical use in the home. When the different articles are completed, each girl takes home what she has made, as the girls prefer to purchase these articles for their own use. This plan has worked well in other schools and I have found that it has added much interest to the work in my classes.

MARY A. McCLEARN,
Teacher of Sewing.

PICTURES IN THE SCHOOLS.

HIGH SCHOOL.

Portrait of Charles J. Capen, Presented by Class of '51.

Bromide Enlargements.

Capitol at Washington,	40x64	Presented by Mr. Henry C. Delano.
Mount Vernon,	40x60	" " School Fund.
Acropolis at Athens,	30x40	" " "
Roman Forum,	30x49	" " "

Carbons.

Aurora, Guido Reni,	17x42	Presented by Class of '98.
Parliament Buildings,	21x36	" " School Fund.
Three Fates, Michael Angelo,	15x21	" " "

Photographs.

Bunker Hill Monument,	18x22	Presented by Mr. Henry C. Delano.
Portrait of Horace Mann,	"	" Mr. Alfred Hewins.
Chariot Race, two,	20x24	" " School Fund.
Medea,	12x16	" " "
St. Cecelia G. Naujok,	15x19	" " "
Reading from Homer, Alma-Tadema,	14x22	" " "
Lord Byron,	18x17	" " Class of '88.

Lithographs.

Arch of Constantine,	20x27	Presented by School Fund
Caryatides,	20x27	" " "
Sphinx,	18x26	" " "
Colossi at Thebes,	18x20	" " "
Madonna of the Chair,	20x21	" " "
Young America,	16x30	" " Wallace A. Gleason.
Wendell Phillips,	23x27	Presented by J. Edward Rolland.
John G. Whittier,	"	" " "
Henry W. Longfellow,	"	" " "
Charles Sumner,	"	" " "
John Q. Adams,	"	" " "
U. S. Grant,	"	" " "
W. T. Sherman,	"	" " "
Charge of the Rough Riders,	20x38	" " Class of '99.

AMES SCHOOL

Framed

**Oil Painting of
Fisher Ames, Wagner,
Presented by Mr. Jacob Wagner.**

Photographs

Washington,	Gilbert Stuart,	36x31	Presented by School Fund.		
George Washington,	Gilbert Stuart,	36x31	"	"	Hon. F. O. Winslow.
Martha Washington,	Gilbert Stuart,	36x31	"	"	"

Carbons

Aurora, Guido Reni,	49x21	Presented by School Fund.
Christ in the Temple, Hoffmann,	50x42	" " "
Sistine Madonna, Raphael,	52x43	" " "

Engravings

Whittier,	33x26	
Courtship of Miles Standish, Turner,	48x36	Presented by School Fund
War, G. Dore,	29x23	" " Mr. J. H. Burdett.
Lowell,	31x26	
On a Furlough,	27x24	" " Harold W. Joyce.
Dog " Bayard," Paton,	29x23	" " School Fund.
God's Blessing, Master,	43x39	" " Hon. F. O. Winslow.
Possible Future		
Presidents, Brown,	45x36	" " Unknown Friend.

Lithographs

Gettysburg, 33x27 Presented by School Fund
Sheridan's Ride, 33x27 " " "

Solar Prints

Sailing Vessel,	39x31	Presented by Mr. A. Carey.
At the Watering Trough, Dagnan-Bouveret.	41x81	" " School Fund
The Horse Fair, Ross Bonheur,	51x28	" " "
Madonna of the Chair, Raphael,	45x36	" " "
Helping Hand. Renouf,	45x84	" " "

Stags,	44x36	"	"	Mr. Carey.
Lion,	45x31	"	"	"
Eagle,	39x34	"	"	"
Horseman,	37x32	"	"	"
Cat and Bird,	34x28	"	"	"
Jerusalem,	34x35	"	"	"
Lion,	46x30	"	"	"
Posada De La Hermandad	41x30	"	"	"
Vessels in the Ice,	41x30	"	"	"

Fitzroy Prints.

David and Goliath,	51x36	Presented by	Mr. Carey.
Summer,	38x22	"	"
Autumn,	18x22	"	"
Love Makes His Kingdom Rule without a Sword,	38x22	"	"
Winter,	38x22	"	"

Solar Prints. (Unframed.)

Roman Cavalrymen,	52x43	Presented by	Mr. Carey.
Roman Cavalier,	61x43	"	"
St. Marks,	45x35	"	"
Joan d'Arc,	52x42	"	"
Colosseum and Vicinity	45x46	"	"
Bird,	42x28	"	"
Bear,	40x28	"	"
Knight,	40x30	"	"
Chef Gaulois,	60x45	"	"
Equestrian Statue,	51x30	"	"
Colosseum (inside),	40x30	"	"
Colosseum (outside),	40x30	"	"
Baby Stuart,	30x25	"	"
Roman Forum,	45x46	"	"

AVERY SCHOOL.*Solar Prints.*

Capitol at Washington,	28x42	Presented by	Class of '98.	
Holy Trinity, Stratford on Avon,	26x36	"	"	"
Westminster Abbey,	30x40	"	"	School Fund.
Acropolis,	30x40	"	"	"
St. Marks,	30x40	"	"	"
Court of Lions,	30x40	"	"	"

Colosseum and Arch of Constantine,	30x39	"	"	"
Island of Philae,	30x40	"	"	"

Carbons.

Sistine Madonna,	Raphael,	24x31	Presented by School Fund.	
Aurora, Guido Reni,		24x31	"	"
St. John and the Lamb, Murillo,		21x36	"	"
Age of Innocence, Reynolds,		21x36	"	"
Dignity and Impudence, Landseer,		27x21	"	"
Calves Watering, Dupre,		27x20	"	"
Angelus, Millet,		27x21	"	"
Ploughing, Rosa Bonheur,		31x15	"	"
Day in the Country, Lerolle,		27x20	"	"
Christ in the Temple, Hoffman,		21x16	"	"

Engravings.

Monarch of the Glen, Landseer,	32x34	Presented by School Fund.		
Vintage Festival, Alma-Tadema,	42x26	"	"	"
Reading from Homer, Alma-Tadema,	42x26	"	"	"

Photogravures.

Lincoln,	30x25	Presented by School Fund.		
Washington, Gilbert Stuart,	30x25	"	"	Mrs. M. S. C. Pelton.

Photographs.

Rialto,	36x26	Presented by School Fund.		
Grand Canal,	30x26	"	"	"
Castle St. Angelo,	40x30	"	"	"

Platinotype.

Niagara,	24x27	Presented by School Fund.		
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Lithograph.

Scottish Raid, Rosa Bonheur	36x22	Presented by Miss Bertha Wagner.		
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OAKDALE SCHOOL.

Photographs.

Arch of Constantine,	38x31	Presented by Mr. Richter.
Pyramids and Sphinx,	31x40	" " "
Roman Forum,	33x27	" " "
Lincoln,	27x32	" " School Fund.
Washington,	27x32	" " "
Pilgrims going to Church, Boughton,	29x23	
Amid the Daisies, Elton,	29x26	
Sistine Madonna, Raphael,	26x33	" " "
Washington,	24x28	" " Mr. Richter.
Cattle Ploughing, Bonheur,	29x22	" " School Fund.
Madonna,	15x19	

Engravings.

Pharaoh's Horses,	Herring,	27x31	Presented by School Fund.
Morning Greeting,		25x29	

Photogravures.

Chariot Race, V. Chica,	22x29	Presented by School Fund.
Calling the Ferryman, R. Knight,	30x34	
Deer Pass, Landseer,	28x25	" " "

PICTURES IN THE SCHOOLS.

HIGH SCHOOL.

Portrait of Charles J. Capen, Presented by Class of '51.

Bromide Enlargements.

Capitol at Washington,	40x64	Presented by Mr. Henry C. Delano.
Mount Vernon,	40x60	" " School Fund.
Acropolis at Athens,	30x40	" " "
Roman Forum,	30x40	" " "

Carbons.

Aurora, Guido Reni,	17x42	Presented by Class of '98.
Parliament Buildings,	21x36	" " School Fund.
Three Fates, Michael Angelo,	15x21	" " "

Photographs.

Bunker Hill Monument,	18x22	Presented by Mr. Henry C. Delano.
Portrait of Horace Mann,	"	" Mr. Alfred Hewins.
Chariot Race, two,	20x24	" " School Fund.
Medea,	12x16	" " "
St. Cecelia G. Naujok,	15x19	" " "
Reading from Homer, Alina-Tadeua,	14x22	" " "
Lord Byron,	13x17	" " Class of '88.

Lithographs.

Arch of Constantine,	20x27	Presented by School Fund
Caryatides,	20x27	" " "
Sphinx,	18x26	" " "
Colossi at Thebes,	18x26	" " "
Madonna of the Chair,	20x21	" " "
Young America,	16x30	" " Wallace A. Gleason.
Wendell Phillips,	23x27	Presented by J. Edward Rolland.
John G. Whittier,	"	" " "
Henry W. Longfellow,	"	" " "
Charles Sumner,	"	" " "
John Q. Adams,	"	" " "
U. S. Grant,	"	" " "
W. T. Sherman,	"	" " "
Charge of the Rough Riders,	20x36	" " Class of '99.

AMES SCHOOL.

Framed.

Oil Painting of
Fisher Ames, Wagner, Presented by Mr. Jacob Wagner.

Photogravures.

Washington, Gilbert Stuart, 36x31 Presented by School Fund.
George Washington, Gilbert Stuart, 36x31 " " Hon. F. O. Winslow.
Martha Washington, Gilbert Stuart, 36x31 " " " "

Carbons.

Aurora, Guido Reni, 40x21 Presented by School Fund.
Christ in the Temple, Hoffman, 50x42 " " "
Sistine Madonna, Raphael, 52x43 " " "

Engravings.

Whittier, 33x26
Courtship of Miles Standish, Turner, 46x36 Presented by School Fund
War, G. Dore, 29x23 " " Mr. J. H. Burdett.
Lowell, 31x26
On a Furlough, 27x24 " " Harold W. Joyce.
Dog " Bayard," Paton, 29x23 " " School Fund.
God's Blessing, Master, 43x30 " " Hon. F. O. Winslow.
Possible Future Presidents, Brown, 45x36 " " Unknown Friend.

Lithographs.

Gettysburg, 33x27 Presented by School Fund.
Sheridan's Ride, 33x27 " " "

Solar Prints.

Sailing Vessel, 39x31 Presented by Mr. A. Carey.
At the Watering Trough, Dagnan-Bouveret, 41x31 " " School Fund.
The Horse Fair, Rosa Bonheur, 51x28 " " "
Madonna of the Chair, Raphael, 45x36 " " "
Helping Hand. Renouf, 45x34 " " "

Stags,	44x36	"	"	Mr. Carey.
Lion,	45x31	"	"	"
Eagle,	39x34	"	"	"
Horseman,	37x32	"	"	"
Cat and Bird,	34x28	"	"	"
Jerusalem,	34x35	"	"	"
Lion,	46x30	"	"	"
Posada De La Hermandad	41x30	"	"	"
Vessels in the Ice,	41x30	"	"	"

Fitzroy Prints.

David and Goliath,	51x36	Presented by Mr. Carey.
Summer,	38x22	" " "
Autumn,	18x22	" " "
Love Makes His Kingdom Rule without a Sword,	38x22	" " "
Winter,	38x22	" " "

Solar Prints. (Unframed.)

Roman Cavalrymen,	52x43	Presented by Mr. Carey.
Roman Cavalier,	61x43	" " "
St. Marks,	45x35	" " "
Joan d'Arc,	52x42	" " "
Colosseum and Vicinity	45x46	" " "
Bird,	42x28	" " "
Bear,	40x28	" " "
Knight,	40x30	" " "
Chef Gaulois,	60x45	" " "
Equestrian Statue,	51x39	" " "
Colosseum (inside),	40x30	" " "
Colosseum (outside),	40x30	" " "
Baby Stuart,	30x25	" " "
Roman Forum,	65x48	" " "

AVERY SCHOOL.*Solar Prints.*

Capitol at Washington,	26x42	Presented by Class of '98.
Holy Trinity, Stratford on Avon,	26x36	" " " '99
Westminster Abbey,	30x40	" " " School Fund.
Acropolis,	30x40	" " " "
St. Marks,	30x40	" " " "
Court of Lions,	30x40	" " " "

Colosseum and Arch of Constantine,	30x39	"	"	"
Island of Philae,	30x40	"	"	"

Carbons.

Sistine Madonna,	Raphael,	24x31	Presented by School Fund.	
Aurora, Guido Reni,		24x31	"	"
St. John and the Lamb, Murillo,		21x36	"	"
Age of Innocence, Reynolds,		21x36	"	"
Dignity and Impudence, Landseer,		27x21	"	"
Calves Watering,	Dupre,	27x20	"	"
Angelus, Millet,		27x21	"	"
Ploughing,				
Rosa Bonheur,		31x15	"	"
Day in the Country,	Lerolle,	27x20	"	"
Christ in the Temple,	Hoffman,	21x16	"	"

Engravings.

Monarch of the Glen,	Landseer,	32x34	Presented by School Fund.	
Vintage Festival,	Alma-Tadema,	42x26	"	"
Reading from Homer,	Alma-Tadema,	42x26	"	"

Photogravures.

Lincoln,		30x25	Presented by School Fund.	
Washington,	Gilbert Stuart,	30x25	"	Mrs. M. S. C. Pelton.

Photographs.

Rialto,		36x26	Presented by School Fund.	
Grand Canal,		36x26	"	"
Castle St. Angelo,		40x30	"	"

Platinotype.

Niagara,		24x27	Presented by School Fund.	
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Lithograph.

Scottish Raid,	Rosa Bonheur	30x22	Presented by Miss Bertha Wagner.	
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OAKDALE SCHOOL.

Photographs.

Arch of Constantine,	38x31	Presented by Mr. Richter.		
Pyramids and Sphinx,	31x40	"	"	"
Roman Forum,	33x27	"	"	"
Lincoln,	27x32	"	"	School Fund.
Washington,	27x32	"	"	"
Pilgrims going to Church, Boughton,	20x23			
Amid the Daisies, Elton,	29x26			
Sistine Madonna, Raphael,	26x33	"	"	"
Washington,	24x28	"	"	Mr. Richter.
Cattle Ploughing, Bonheur,	29x22	"	"	School Fund.
Madonna,	15x19			

Engravings.

Pharaoh's Horses, Herring,	27x31	Presented by School Fund.		
Morning Greeting,	25x20			

Photogravures.

Chariot Race, V. Chica,	22x29	Presented by School Fund.		
Calling the Ferryman, R. Knight,	30x34			
Deer Pass, Landseer,	28x25	"	"	"

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

George F. Joyce, Jr.,	.	.	.	.	.	<i>Principal.</i>
Mabel G. Curtis	.	.	.	.	.	<i>1st Assistant.</i>
Marion G. Wendell,	.	.	.	.	.	<i>2nd</i> "
Elizabeth G. Tracy	.	.	.	.	.	<i>3rd</i> "
Marshall Wentworth	.	.	.	.	.	<i>4th</i> "
Christine T. Mansfield	.	.	.	.	.	<i>5th</i> "
Miriam Loheed,	.	.	.	.	.	<i>Temporary</i> "

AMES SCHOOL.

Frederick W. Swan	.	.	.	.	<i>Principal, 9th Grade.</i>
L. Mabel Munson	.	.	.	.	<i>Assistant,</i> " "
Elizabeth G. Diman	.	.	.	.	<i>8th</i> "
Mary E. Mulkern	.	.	.	.	<i>7th</i> "
Bertha V. Cobb	.	.	.	.	<i>6th</i> "
Helen A. Waterman	.	.	.	<i>Assistant, 6th and 7th</i>	"
Ellen E. Barker	.	.	.	.	<i>5th</i> "
Mary V. Gilson	.	.	.	.	<i>4th</i> "
Florence F. Kinney	.	.	.	.	<i>3rd</i> "
Nellie M. Gay	.	.	.	.	<i>2nd</i> "
Julia G. Kennedy	.	.	.	.	<i>1st</i> "
Maria F. Kingsbury	.	.	.	.	<i>1st</i> "
Mary F. Nowell	.	.	.	.	<i>Kindergarten.</i>
Agnes R. Hinman	.	.	.	.	"

AVERY SCHOOL.

Dorus F. Howard	.	.	.	.	<i>Principal, 9th Grade.</i>
William F. Howe	.	.	.	.	<i>Assistant,</i> " "
May H. Layman	.	.	.	.	<i>8th</i> "
Marion H. Garfield	.	.	.	.	<i>7th</i> "
Isabel E. Clark	.	.	.	.	<i>6th</i> "

Sara A. Browne	<i>5th</i>	"
Margaret R. Lynas	<i>Assistant, 4th and 5th</i>	"
Lizzie E. Henderson	<i>3rd</i>	"
Nellie G. Kelly	<i>2nd</i>	"
Miriam F. Babbitt	<i>1st</i>	"
Mabel G. Berry	<i>Kindergarten.</i>	
Celia N. Burrill		"

OAKDALE SCHOOL.

Annie E. Whittier	<i>Principal, 7th and 8th Grades.</i>	
Dollie L. Wales	<i>5th and 6th</i>	"
Mary L. Hayes	<i>3rd and 4th</i>	"
Ada M. Frost	<i>1st and 2nd</i>	"

QUINCY SCHOOL.

Mary E. Keelan	<i>Principal, 4th Grade.</i>	
Mary Hutchins	<i>3rd</i>	"
Mary C. Hannon	<i>2nd</i>	"
Jennie V. McManus	<i>1st</i>	"
DEXTER SCHOOL	Alice J. Keelan.	
RIVERDALE SCHOOL	Florence C. Boynton.	
ENDICOTT SCHOOL	Florence R. Abbott.	

MUSIC—Samuel W. Cole.

DRAWING—Wilhelmina N. Dranga.
Anna B. Morton, *Assistant.*

SLOYD—William W. Locke.

SEWING—May A. McClearn.

SUBSTITUTE TEACHER—Dorothy H. McManus.

18 Ap. 03

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

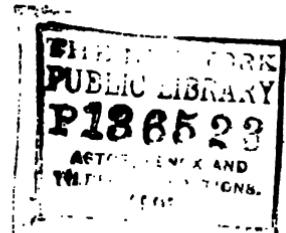
TOWN OF DEDHAM.



1900-1901.

DEDHAM, MASS.:
JOHN F. REILLY, PRINTER.

1901. *G. M.*



SCHOOL CALENDAR:

1901.

Winter term. January 2 to April 4.

Spring term. April 15 to June 21.

Fall term. September 3 to December 20.

Winter term will begin December 30.

SCHOOL COMMITTEE.

JULIUS H. TUTTLE, *Chairman.*

Members.

PRESTON R. MANSFIELD,	.	.	1898-1901.
JULIUS H. TUTTLE,	.	.	1898-1901.
FRANCIS L. BABCOCK,	.	.	1899-1902.
DON GLEASON HILL,	.	.	1899-1902.
ANDREW H. HODGDON,	.	.	1900-1903.
FREDERIC B. KINGSBURY,	.	.	1900-1903.

RODERICK W. HINE, *Secretary, ex-officio,
and Superintendent of Schools.*

Committees.

Text-Books and Course of Study :

DR. HODGDON, MR. TUTTLE, MR. KINGSBURY, MR. HILL.

School Houses and Supplies :

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Finance, Accounts and Claims :

MR. TUTTLE, MR. HILL, MR. KINGSBURY.

Music and Drawing :

MR. TUTTLE, DR. BABCOCK.

Truancy and Evening Schools :

MR. KINGSBURY, MR. HILL.

Physical and Manual Training :

MR. TUTTLE, DR. HODGDON, DR. BABCOCK.

Sewing :

MR. TUTTLE, DR. BABCOCK.

High School :

MR. HILL, DR. HODGDON, MR. KINGSBURY, MR. TUTTLE.

Ames School :

DR. HODGDON, MR. TUTTLE, DR. BABCOCK,
MR. MANSFIELD, MR. HILL.

Avery School :

MR. TUTTLE, DR. BABCOCK, MR. KINGSBURY.

Oakdale School :

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Quincy School :

DR. HODGDON, DR. BABCOCK, MR. MANSFIELD.

Dexter School :

MR. TUTTLE, DR. HODGDON.

Riverdale School :

MR. TUTTLE, MR. MANSFIELD.

Endicott School :

MR. KINGSBURY, MR. TUTTLE.

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

George F. Joyce, Jr,	.	.	.	.	<i>Principal.</i>
Mabel G. Curtis	.	.	.	.	<i>1st Assistant.</i>
Marion G. Wendell,	.	.	.	.	<i>2nd</i> "
Elizabeth G. Tracy	.	.	.	.	<i>3rd</i> "
Marshall Wentworth	.	.	.	.	<i>4th</i> "
Christine T. Mansfield	.	.	.	.	<i>5th</i> "
Miriam Loheed,	.	.	.	.	<i>Temporary</i> "

AMES SCHOOL.

Frederick W. Swan	.	.	.	<i>Principal, 9th Grade.</i>
L. Mabel Munson	.	.	.	<i>Assistant,</i> " "
Elizabeth G. Diman	.	.	.	<i>8th</i> "
Mary E. Mulkern	.	.	.	<i>7th</i> "
Bertha V. Cobb	.	.	.	<i>6th</i> "
Helen A. Waterman	.	.	<i>Assistant, 6th and 7th</i>	"
Ellen E. Barker	.	.		<i>5th</i> "
Mary V. Gilson	.	.		<i>4th</i> "
Florence F. Kinney	.	.		<i>3rd</i> "
Nellie M. Gay	.	.		<i>2nd</i> "
Julia G. Kennedy	.	.		<i>1st</i> "
Maria F. Kingsbury	.	.		<i>1st</i> "
Mary F. Nowell	.	.		<i>Kindergarten.</i>
Agnes R. Hinman	.	.		"

AVERY SCHOOL.

Dorus F. Howard	.	.	.	<i>Principal, 9th Grade.</i>
William F. Howe	.	.	.	<i>Assistant,</i> " "
May H. Layman	.	.	.	<i>8th</i> "
Marion H. Garfield	.	.	.	<i>7th</i> "
Isabel E. Clark	.	.	.	<i>6th</i> "

Sara A. Browne	<i>5th</i>	"
Margaret R. Lynas	<i>Assistant, 4th and 5th</i>	"
Lizzie E. Henderson	<i>3rd</i>	"
Nellie G. Kelly	<i>2nd</i>	"
Miriam F. Babbitt	<i>1st</i>	"
Mabel G. Berry	<i>Kindergarten.</i>	
Celia N. Burrill	"	

OAKDALE SCHOOL.

Annie E. Whittier	<i>Principal, 7th and 8th Grades.</i>
Dollie L. Wales	<i>5th and 6th</i>
Mary L. Hayes	<i>3rd and 4th</i>
Ada M. Frost	<i>1st and 2nd</i>

QUINCY SCHOOL.

Mary E. Keelan	<i>Principal, 4th Grade.</i>
Mary Hutchins	<i>3rd</i>
Mary C. Hannon	<i>2nd</i>
Jennie V. McManus	<i>1st</i>
DEXTER SCHOOL	Alice J. Keelan.
RIVERDALE SCHOOL	Florence C. Boynton.
ENDICOTT SCHOOL	Florence R. Abbott.

MUSIC—Samuel W. Cole.

DRAWING—Wilhelmina N. Dranga.
Anna B. Morton, *Assistant.*

SLOYD—William W. Locke.

SEWING—May A. McClearn.

SUBSTITUTE TEACHER—Dorothy H. McManus.

REPORT OF THE SCHOOL COMMITTEE.**JANUARY 31, 1901.**

To the Inhabitants of the Town of Dedham :—

The School Committee have the honor to submit their report for the year ending January 31, 1901, completing 256 years of our free public schools, which were established by a vote of the Town on January 1, 1644-5.

On March 10, 1900, your Committee met, elected their chairman and appointed the usual sub-committees. The organization of the Committee and a list of the schools and teachers will be found on the preceding pages.

TEACHERS.

There are now in the service of the Town forty-four regular and six special teachers. During the past year several changes have taken place; and every effort has been made by the Committee to secure the services of the teacher best qualified to fill each vacancy.

HIGH.—In November, Miss Miriam Loheed, a graduate of Smith College, was elected as temporary assistant, in order that more time should be devoted to the study of English and to the General Course.

AMES.—In June Miss Clara C. Howland, in charge of the fifth grade, resigned to accept a position in Boston; and Miss Ellen E. Barker, a graduate of the Bridgewater Normal School, 1899, was chosen to fill the vacancy.

AVERY.—In February, 1900, Mr. William F. Howe, a graduate of the North Adams Normal School, with successful experience, was elected as assistant teacher in the ninth grade. His time has also been given to the large seventh and eighth grades.

In June, Miss Florence M. Farnum resigned to accept a position in Newton. The vacancy was filled by the election of Miss May H. Layman, a graduate of the North Adams Normal School.

Miss Barbara E. Vogler, as teacher of the fifth grade, resigned her position in June, and Miss Sarah A. Browne, a graduate of the North Adams Normal School, was chosen to take her place.

Miss Helen S. Merritt, an assistant in the sixth grade, resigned in June to accept a position in Revere.

The vacancy caused by the resignation of Miss D. Frances Campbell, teacher of the second grade, was filled by transferring Miss Nellie G. Kelly to the position. Miss Miriam F. Babbitt, a graduate of the Bridgewater Normal School, was chosen to fill the first grade vacancy.

Miss Celia N. Burrill, a graduate of the Bridgewater Normal School and the Kindergarten Training Class in that school, was elected in May as assistant in the kindergarten.

RIVERDALE.—During the summer vacation, Miss

May H. Wentworth resigned her position, and the vacancy was filled in October by the election of Miss Florence C. Boynton, a graduate of the Bridgewater Normal School.

CONDITION OF THE SCHOOLS.

The Committee fully realize that it is a difficult task to carry on the schools of any community without being subject to occasional criticism ; and they are grateful to the people of the Town for their indulgence upon all occasions. It has been the earnest endeavor of your Committee to use their best judgment in making every step count for the best education of the children of the Town. The members of the Board bring to the meetings and to the work in hand a due sense of their responsibilities, and I am happy to bear witness to their courteous and harmonious action in all that pertains to the highest welfare of the schools. The writer is also conscious of their generous and encouraging support at all times, and wishes to express his full appreciation. The public schools are to be guarded with the utmost care, and their efficiency to be promoted in the most practical ways. It is a matter of congratulation that the schools of Dedham stand among the best in the Commonwealth.

All important details in connection with the regular school work are mentioned in the reports which follow. It would be a pleasure to the Committee to know that parents could find time to visit the schools and to observe the work which their children are doing. Any one interested can inspect at leisure the questions and examination papers on file in the office of the Com-

mittee, the results of frequent tests in the various schools by the Superintendent, whose aim is to give the most practical questions on problems and subjects that are likely to occur in ordinary business or every day life. The Committees take this occasion to express their high appreciation of his valuable services. It is a pleasure also to speak of the untiring devotion of the teachers to their work, and of their many attentions to the education of the children under their care which money cannot repay.

COURSE OF STUDY.

A closer attention to the teaching of the common branches, and to the strengthening of the course for the advantage of the large number who have to leave school early, are matters which the Committee have close at heart. With these ends in view, it is desirable to give to each scholar the largest amount of individual attention possible. A five years' college preparatory course in the High School would not only be a material help in this direction, but it would give more time to complete the full requirements in this course made by higher institutions.

KINDERGARTENS.

In a brief space of time these two kindergartens have earned their right to a permanent place among the public schools of the Town. It is probable that a larger number of children than at present will attend during the coming year; and the Committee may have to fit up an additional room at the Avery for the overflow. The value of these schools will be clear to any one who

will take the trouble to pay an occasional visit to them. The work is perfectly adapted to the natural interests of the little children, and the two years spent here will be of great advantage in the following grades.

SCHOOL BUILDINGS.

AVERY. This school-house was dedicated on September 2, 1895. Fourteen annual payments will become due on the Avery School House Loan, of \$1,850 each, making the debt \$25,900.

AMES. The dedication of this school-house took place on June 17, 1898. On the Ames School House Loan, seventeen annual payments of \$2,500 each and six of \$1,000 each are to be paid, amounting to \$48,500. The total school-house debt is thus \$74,400.

OAKDALE. The Committee are still confronted with the same problem as last year for the children of Oakdale. It is important that a lot of land, suitable for a site, should be secured before it is too late to do so at a reasonable price. After this question is settled, the new school-house will follow in due course of time.

Meanwhile an increase in the number of pupils in the Oakdale and Avery schools may compel the Committee to hire rooms in some building convenient and easily accessible. This may happen at the opening of the spring term, or possibly in the fall.

ESTIMATES.

Salaries of teachers and superintendent . . . \$31,500 00

Care of school houses, grounds and janitor's supplies.	\$2,800 00
General repairs and grading school grounds	1,600 00
Fuel	2,400 00
Lighting	100 00
School book and school supplies	2,500 00
Furniture	400 00
Laboratories	200 00
Manual training and sewing	900 00
High School Orchestra	100 00

	\$42,500 00

JULIUS H. TUTTLE,
Chairman.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham :—

I herewith submit my eighth annual report :

STATISTICS.

Value of real and personal property	\$8,807,220
Population	7,457
Average number of children belonging, 1900–1901	1,298
Average attendance, 1900–1901	1,209
Average number belonging in kindergartens	80
Average attendance in kindergartens	64

TEACHERS.

In January, 1901, there were in the service of the Town as teachers :—

	Men.	Women.	Total.
High School.			
Principal	1	.	1
Other teachers	1	. . . . .	6

Grammar and Primary.

Principals	2	. . . . .	2	. . . . .	4
Other teachers.					
Grade	IX.	1	. . . . .	1	. . . . .
"	VIII.		. . . . .	2	. . . . .
"	VII.		. . . . .	2	. . . . .
"	VI-VII.		. . . . .	1	. . . . .
"	VI.		. . . . .	2	. . . . .
"	V-VI.		. . . . .	1	. . . . .

Grade	V.	.	.	2	.	.	.
"	IV-V.	.	.	1	.	.	.
"	IV.	.	.	2	.	.	.
"	III-IV.	.	.	1	.	.	.
"	III.	.	.	3	.	.	.
"	II.	.	.	3	.	.	.
"	I-II.	.	.	1	.	.	.
"	I.	.	.	3	.	.	.
"	I-V.	.	.	3	.	.	27.

Kindergarten.

Principals	.	.	.	2	.	.	2
Assistants	.	.	.	2	.	.	2
							44

There are, in addition to these, six teachers who are employed part of the time.

Fifteen teachers have taught in Dedham more than ten years, twenty-four more than five, and thirty-eight more than two.

Seven are graduates of a college, twenty of a normal school, and five of a training school for kindergartners.

HIGH SCHOOL.

Attendance. The number of pupils enrolled in the High School January 1, 1901, was one hundred and seventy-one, as compared with one hundred and eighty-three January 1, 1900.

The following table shows the number of pupils enrolled in the different grades since 1892. By following the lines of figures in light and heavy type running diagonally downwards towards the right, the size of the same class may be traced from year to year.

Number Enrolled.

June	1892	'93	'94	'95	'96	'97	'98	'99	1900	Jan. '01
Grade 2	132	125	130	123	127	126	128	123	148	138
Grade 3	109	117	117	106	121	125	126	120	127	157
Grade 4	118	111	105	122	127	135	136	119	138	121
Grade 5	115	112	107	101	116	131	104	121	110	132
Grade 6	99	112	101	94	100	118	108	96	133	115
Grade 7	73	92	85	80	81	91	89	79	95	122
Grade 8	50	52	70	73	86	92	87	87	87	99
Grade 9, Graduates	55	59	59	65	67	81	77	80	81	81
Entered High in 8 pt.	40	36	57	36	61	73	61	71	68	
High, 4th Class	26	31	53	48	47	57	77	54	58	51
3d " "	18	15	26	41	41	41	52	45	38	45
Junior	20	13	7	23	35	27	32	36	40	38
Senior	18	13	10	6	20	30	34	26	34	37
Pupils in High,										
Jan. 1.	91	85	91	116	135	157	185	169	183	171

An examination of this table will show that nearly all pupils who enter the primary schools complete the sixth year of the course; sixty-five per cent., the ninth year; and twenty-five per cent., the thirteenth year. As noted in the report of last year, nearly sixty per cent. of the children of Dedham avail themselves of high school privileges. During the past four years one hundred and twenty-four have been graduated, and forty-three of these graduates have attended higher institutions. In few towns in Massachusetts do as many children in proportion to the population remain in the public schools for so long a time.

Course of Study. Advanced Latin and Greek are still among the required studies of the college course. The Greek requirements for Harvard state: "The exami-

nation will be adapted to the proficiency of those who have studied Greek in a systematic course of five exercises a week extending through at least three years." The Latin requirements state: "The examination will be adapted to the proficiency of those who have studied Latin in a systematic course of five lessons a week extending through at least four school years." With the present teaching force only four periods a week for three years can be devoted to Greek, and four periods a week for four years to Latin. The requirements in other studies have also been so increased that a boy or girl of average ability entering the high school at twelve or thirteen years of age can not properly complete the college course in four years. Either a year must be added to this course in the high school, or a portion of the college preparatory work must be done in the grammar schools. In a majority of the cities and towns in this vicinity, Latin and algebra have been introduced in the eighth and ninth grades, but the study of advanced mathematics and a dead language does not furnish the best training for the pupils of these grades. A five years' college course would meet this difficulty and enable the teachers to give more attention to the rest of the school.

One-third of the graduates of the Dedham high school enter higher institutions. The remaining two-thirds should receive a technical training that will enable them to enter directly upon the pursuits of life; they must compete for positions in the business and industrial world with the graduates of the well equipped commercial courses of other schools.

PRIMARY AND GRAMMAR SCHOOLS.

Arithmetic. During the first two years in school,

less attention than formerly is given to operations with abstract numbers. It is a waste of time to teach little children number facts that either come to them naturally or that can be taught quickly in the third and fourth grades. For a similar reason more time is given in the fourth, fifth and sixth grades to securing accurate and rapid mechanical work and to solving simple problems, leaving the difficult examples to the older pupils. The course of study includes the fundamental operations, common and decimal fractions, compound numbers, percentage and its applications (interest, taxes, insurance, and profit and loss), square root and its applications, ratio and proportion, business forms and business arithmetic. All work should be useful, and children in the grammar schools ought not to be required to work complicated examples that the average man does not encounter in business. The importance of accuracy is emphasized in all grades.

As above stated, in many Massachusetts schools algebra is taught in the two highest grammar grades instead of arithmetic. Without doubt this is profitable for the seven or eight mathematical minds in a class of forty, and also for those who have definitely decided to take the college or institute course in the high school.

Reading. The following is a selection from one of the readers used in the second grade :

"The Atlantic Cable is over two thousand miles long.

It runs through the ocean. One end is anchored at this continent of ours. The other end is in Ireland.

It is not easy to lay this long wire.

The men who tried it failed many times. People laughed at them.

But they were patient. They believed that it could be done. Two vessels sailed from Cork. Each had one-half of the cable on board.

In the middle of the ocean they spliced the two halves.

Then one vessel sailed back to Ireland. The other sailed west to Newfoundland. It was done. A message was sent through it."

By the end of the second year in school the pupils can read at sight without hesitation from this and similar readers. With few exceptions they can recognize new words quickly and accurately, and have mastered an important part of the mechanics of reading. Drill in articulation and in the use of the vocal organs is continued through the grammar grades. A set of standard readers containing selections of literary merit is found in every room.

Intelligent oral reading is only one of the objects of teaching reading. The power to read books understandingly and to get quickly the thought of a printed page will, if properly directed, develop a love for reading and a taste for good literature. With this in view, the course of study in English, the list of supplementary readers in the schools and the catalogue of juvenile literature in the Public Library have been prepared. During the past year, under the supervision of the teachers, more than ten thousand volumes have been drawn from the Library and read by the six hundred pupils of the grammar schools.

KINDERGARTENS.

The number attending the kindergartens during the year was as follows :—

	Number belonging.	Daily attendance.
Ames .	41	34
Avery .	39	30
Total .	<hr/> 80	<hr/> 64

It is a pleasure to note increased attendance and interest.

Although children may be promoted to the primary rooms in January and April, a majority of those who have become five years of age since September will remain in the kindergarten at the request of the parents until the beginning of the next school year. This will tend to increase the average age of the first grade. When a kindergarten training shall be within reach of all, the number of grades below the high school should be reduced from nine to eight.

SCHOOL ACCOMMODATIONS.

Ames. The following table gives the average number belonging for the several years since 1892 :—

1892	368
1893	367
1894	353
1895	368
1896	372
1897	374
1898	416
1899	421
1900	445
1901	466

Below will be found the number of pupils in each of the primary rooms February 1, 1901:—

First grade, September and January children	87
First grade, April children	42
Second grade	47
Third grade	44

It is evident that a slight increase will necessitate the opening of another room.

Avery. The average number of scholars belonging for the years 1892-1901 was:—

1892	252
1893	246
1894	268
1895	271
1896	300
1897	329
1898	323
1899	330
1900	379
1901	387

February 1, 1901, the enrollment of the different rooms was as follows:—

Ninth grade	36
Eighth grade	43
Seventh grade	54
Sixth grade	43
Fifth grade	42
Fourth and fifth grades	35
Third grade	38
Second grade	29
First grade	45
Kindergarten	33
Total	398

Seventy pupils, including the boys of the Boys' Home, living in the Oakdale district, attend the Avery school. A number have been transferred to Oakdale from the first grade and others must go in April, to make room for the children in the kindergarten. The assistant in the kindergarten, a graduate of the Bridgewater Normal School and Training Class, has taught a division of the first grade in the afternoon. This has avoided the necessity of employing another teacher. Under the plan of departmental work, with the aid of the ninth grade teachers the fifty-five pupils in the seventh grade receive proper instruction.

The present seventh and eighth grades of the Avery and Oakdale are larger than in previous years. It is a serious question whether the combined classes can be accommodated in one room when they reach the ninth grade.

	Seventh Grade.	Eighth Grade.
Avery	54	48
Oakdale	19	16
Combined classes	<hr/> 73	<hr/> 59

Oakdale. The average number of scholars for the years since 1892 was :—

1892	. . . .	105
1893	. . . .	103
1894	. . . .	104
1895	. . . .	113
1896	. . . .	128
1897	. . . .	134
1898	. . . .	145
1899	. . . .	138
1900	. . . .	138
1901	. . . .	148

The number of pupils now attending this school is as follows :—

Seventh and eighth grades	35
Fifth and sixth grades	42
Third and fourth grades	43
First and second grades	42
Total	162

The average for each room is forty. Eleven ninth grade pupils attend the Avery. Some provision must be made for the children who will enter the first grade in April. The rooms are not properly ventilated and ought not to seat more than thirty-five. As there are two grades in each room, the number of pupils per teacher should be less than in the other graded schools.

PUBLIC LIBRARY.

I have compiled a new list of the juvenile books in the Public Library and placed it in the hands of the teachers. It is expected that the part of the present town report containing this list will be preserved for the use of the children of every family. The following is an extract from the suggestions to teachers in regard to the use of the Library :—

“ All children should become familiar with the classics of children’s literature; with the works of Aldrich, Ballantyne, Blanchard, Brooks, Burnett, Butterworth, Carroll, Cheever, Craik, Diaz, Dodge, Douglas, Edgeworth, Ellis, Ewing, Howells, Hughes, Jackson, Kaler, Kellogg, Ker, Kingston, Knox, Kipling, Lang, Lothrop, Munroe, Murfree, Oxley, Phelps, Reid, Richards, Scudder, Seawell, Stephens, Stockton, Stoddard,

Tomlinson, Trowbridge, Wesselhoeft, Wiggin, and others.

The more mature pupils of the eighth and ninth grades should be induced to read the better class of fiction (not juvenile), histories and books of travel. The interest of the school, the number and character of the books read depend in a large measure on the knowledge and interest of the teacher. A half hour or fifteen minutes given each week to talking about books or reading aloud from favorite authors is helpful. Allow each pupil to keep a blank book, recording from time to time the titles and a brief account of books read.

Children should not be obliged or in any way made to think that they are obliged to draw books.

Teach children how to care for books."

The list of books relating to geography and history published some time ago is incomplete and needs revision. The purchase of duplicate copies of many of the works of standard authors has added to the usefulness of the Library.

REPORTS AND STATISTICS.

In the following pages will be found the usual reports and statistics.

RODERICK W. HINE,
Superintendent.

HIGH SCHOOL.

The following table will show the proportionate time devoted to each subject throughout the four years of the course:—

	Periods per week.*	No. of Weeks	Number of Periods for each Class.				Total.	Percent of time.
			Fourth Class.	Third Class.	Junior Class.	Senior Class.		
Language	English	4-5	40	200	160	160	680	14.2
	French	3	40	120	120	120	360	7.5
	German	3	40	.....	120	120	240	5.02
	Greek	4	40	160	160	160	480	10.04
	Latin	4	40	160	160	160	640	13.6
History	Ancient History	2	40	80	.....	.....	80	1.7
	College History	3	40	.....	.....	120	120	2.51
	Mediaeval	4	40	.....	160	.....	160	3.4
	Modern	2	40	.....	80	.....	80	1.7
	United States (Civil Government)	4	30	.....	.....	120	120	2.51
Mathematics	Algebra	4-2	40	160	.....	80	240	5.02
	Book-Keeping	3	40	120	.....	.....	120	2.51
	Geometry, Plane	3	40	.....	120	80	200	4.25
	Geometry, Solid	2	40	.....	.....	80	80	1.7
	Trigonometry	1	40	.....	.....	40	40	.85
Science	Astronomy	3	20	.....	.....	60	60	1.25
	Botany	2	20	40	.....	.....	40	.85
	Chemistry	4	40	.....	160	.....	160	3.4
	Geology	3	20	.....	.....	60	60	1.25
	Physics	3	40	.....	120	.....	120	5.02
	Physiology	2	20	.....	.....	40	40	.84
	Physical Geograp'y	2	10	.....	.....	20	20	.42
Manual Training		3	40	.....	120	120	360	7.5
Drawing		1	40	40	40	40	160	3.6

*Periods are forty-four minutes in length.

With the increase in college requirements which is mentioned by the Superintendent in his general report comes the necessity for additional time for the completion of preparatory work. It is my opinion that the brighter pupils may be able to do the work in four years, but that in a majority of cases it would be far wiser to spend five years. I am opposed to weakening the ninth year in the grammar school by detracting from the general work of that grade for the benefit of a few who may be going to college. Moreover, it will always be the case that some pupils are not able to decide at that time in regard to their future, while, as they advance a year or two, the desire for a college education may develop. This fifth year might be regarded as a post-graduate year and would allow the college pupils to make their preparations in a more satisfactory manner, while the other scholars would derive greater benefit from the time of the teachers who would be released from the severe strain of work now condensed into the shorter period of four years for the college students.

From time to time, I feel the necessity of calling the attention of the parents to the importance of home work upon lessons assigned in school. An average of two hours per day is the least that should be given to secure satisfactory results. Very many scholars spend more time than this, and, as a rule, the results are proportionately better. This does not seem to me to be a too severe demand upon one's time when we consider that, including the hours spent in school, we have but six hours and a half which may be devoted to earnest study. The duties of home, the work of the shop, or

the hours spent in acquiring a profession will soon demand from these young people eight, ten, or twelve hours per day, and they should begin at once to realize that success can be obtained only by hard work and that luck is not an element in its achievement. This is the time, furthermore, to urge upon the pupils the importance of definitely laying out their work. Experience has shown the teachers that scholars who map out their work for the week are the ones who can be relied upon to have the tasks done at the time they are due. There is no good reason why pupils should not be able to pass satisfactory examinations if they are careful to prepare each day's work. A little timely advice on the part of the parents will assist very much in this.

It pleases me to state that our Slafter Reference Library now numbers seven hundred and fifty volumes which have been selected with great care and with the distinct intention of affording the greatest amount of help to the pupils. In addition to this, the study hours are so arranged that the pupils are given access to the books and they are constantly encouraged to investigate for themselves. Below follows a list of additions to the library this year:—

Complete works of Ovid, Cicero and Virgil, Hume's History of England (6 vols.), presented by Rev. Carlos Slafter.

Schiller's Poems, Shakespeare's Works, in German text, and many short German stories, the gift of Mrs. Pauline Kluge.

Encyclopædia Britannica (25 vols.).

Heroes and Hero Worship, Carlisle.

Don Quixote, Cervantes (2 vols.).

Browning's Complete Works.

History of Modern France, Lebon.
English-Latin Dictionary.
Our Native Trees, Keeler.
Star Land, Ball.

For several years the boys of the school, in common with those of many other schools and colleges, have been deeply interested in football and track athletics. In addition to this, the young ladies have a basket ball team, which has been carefully coached by Misses Humphrey and Vaughn of Cambridge. These varied athletic interests have, it seems to me, developed a very important side of school life, and form a feature which cannot be disregarded. The self-control, the ability to recognize the good points of an opponent's play, the determination to treat him with courtesy and fairness, and the spirit that prompts one, even though "downed," to take the field again, are life lessons of no little importance. It is a pleasure to me that the pupils of the Dedham High School have the reputation of playing a fair game.

In concluding, I believe the time is coming when the town will have to consider some alteration in the high school building, and when this is done there should be an appropriation large enough to admit the building of a gymnasium, so that the scholars may have the best facilities for physical training and development.

GEORGE F. JOYCE, JR.,
Principal.

MUSIC.

It is gratifying to be able to again report progress in the department of Music, and to mention some interesting occasions and incidents which have transpired since the last report. Prominent among these was the performance of "Ruth," a cantata by Alfred R. Gaul, in Memorial Hall on the evening of March 27, 1900. This occasion was particularly interesting because the solo parts were, with one exception, performed by members of the High School Alumni, Miss Alice May Morse, '96, soprano; Miss Annie Josephine Hewins, '90, alto; and Mr. Clarence Haskell Chute, '94, bass; the title role being sung by Madame Eva Kileski Bradbury of Cambridge. The responsibilities of conducting the orchestra were shared by Mr. John L. Gibb. It was certainly a great pleasure to all the officers of the school to welcome back to their ranks these past members of the school who when actual members contributed so much to its musical and educational success.

The seventh grade class of the Ames school deserves special mention for its excellence of musical performance in point of quality of tone, precision of attack, and finish, articulation, etc. A visitor from New York City pronounced it the 'best result of public school music she had ever heard?' Nine members of this class illustrated a lecture on music before the Teachers' Club of Taunton, Mass., with credit to themselves and to the Town.

The High School Orchestra continues to do its

useful work in the community. The care of this organization has fallen mainly upon Mr. Gibb and Mr. Swan, who have had the usual co-operation of some of the resident violin players and teachers, as well as of several of the past members of the High School who still continue with the organization. The liberality of the town in appropriating one hundred dollars to the High School Orchestra, at the suggestion of a citizen who appreciates music and whose children are all musical, has enabled the orchestra to avail itself of the advantages of training at the hands of an expert and of the opportunity to study serious music in a serious way. To say that this action of the town was gratifying to the writer is but to half state the truth. Dedham has been first in many things, and among them should certainly be named this act of generous recognition of a worthy effort.

Now that music has won its way to a permanent place in the public school curriculum and is recognized as a useful and agreeable study by both parents and children to the extent that, in Dedham, at least, all the children of the public schools participate in the music lessons, it seems fitting to briefly call attention to the important bearing that music has upon other features of public school education. The moral power of music in the public schools was recognized by Horace Mann in his eighth annual report as Secretary of the Massachusetts Board of Education, but there is one feature of the subject which even he, educational prophet that he was, scarcely recognized, namely, the value of music as an illustration of co-operation or combined effort. The music lessons are necessarily in concert and stand for whatever is best or worst in a given school. In music,

as nowhere else in all school life, it is easiest for both regular teachers and pupils to evade personal responsibility, and therefore the results in music become in a sense the thermometer of the spirit of a school. It is a well-known fact that the musical ability of many regular teachers is small, which must certainly be even more true of many of the pupils. It would not be difficult to find illustrations of a combination of these conditions where most satisfactory results are obtained, because both teacher and pupils have united to do their individual best and to make the most of their musical abilities and opportunities. It is needless to say that where such co-operation exists there is character-building of the best type; where at least the effort is made to do the utmost possible towards reducing the number of those who are content to be nobody and to do nothing. Where music is thus taught it becomes a moral force which blesses both the school and the community.

Music has a very direct bearing also upon the reading and speaking. The music lessons were begun this present year with the determination on the part of the teachers of music to make the year's work tell as much as possible along these two lines—namely, to impress every boy and girl with a sense of their personal responsibility for the success of the music in their school, and to improve the quality of tone and articulation. It is not an easy task to keep all these aims constantly in view, but it is certainly true that signs of improvement are not wanting, and these lead us on to the confident expectation that another report will show still more improvement.

SAMUEL W. COLE,
Supervisor.

سازمان اسناد و کتابخانه ملی
جمهوری اسلامی ایران

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18 Ap. 03

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF DEDHAM,

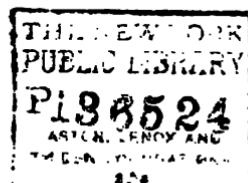
257TH YEAR, 1901-1902.



Schools established January 1, 1644-5.

DEDHAM:
JOHN F. REILLY, PRINTER,
1902.

60



SCHOOL CALENDAR:

1902.

Winter term : January 2 to March 27.

Spring term : April 7 to June 20.

Fall term : September 8 to December 24.

Winter term will begin on January 5, 1903.

SCHOOL COMMITTEE.

JULIUS H. TUTTLE, *Chairman.*

Members.

FRANCIS L. BABCOCK,	.	.	.	1899-1902.
DON GLEASON HILL,	.	.	.	1899-1902.
ANDREW H. HODGDON,	.	.	.	1900-1903.
FREDERICK B. KINGSBURY,	.	.	.	1900-1903.
PRESTON R. MANSFIELD,	.	.	.	1901-1904.
JULIUS H. TUTTLE,	.	.	.	1901-1904.

**RODERICK W. HINE, *Secretary, ex-officio,
and Superintendent of Schools.***

Committees:

Text Books and Course of Study:

DR. HODGDON, MR. TUTTLE, MR. KINGSBURY, MR. HILL.

School Houses and Supplies:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Finance, Accounts and Claims:

MR. TUTTLE, MR. HILL, MR. KINGSBURY.

Music and Drawing:

MR. TUTTLE, DR. BABCOCK.

Truancy and Evening Schools:

MR. KINGSBURY, MR. HILL.

Physical and Manual Training:

MR. TUTTLE, DR. HODGDON, DR. BABCOCK.

Sewing:

MR. TUTTLE, DR. BABCOCK.

High School:

MR. HILL, DR. HODGDON, MR. KINGSBURY, MR. TUTTLE.

Ames School:DR. HODGDON, MR. TUTTLE, DR. BABCOCK,
MR. MANSFIELD, MR. HILL.**Avery School:**

MR. TUTTLE, DR. BABCOCK, MR. KINGSBURY.

Oakdale School:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Quincy School:

DR. HODGDON, DR. BABCOCK, MR. MANSFIELD.

Dexter School:

MR. TUTTLE, DR. HODGDON.

Riverdale School:

MR. TUTTLE, MR. MANSFIELD.

Endicott School:

MR. KINGSBURY, MR. TUTTLE.

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

George F. Joyce, Jr.	<i>Principal.</i>
Mabel G. Curtis	<i>1st Assistant.</i>
Marion J. Wendell	<i>2d "</i>
Marshall Wentworth	<i>3d "</i>
Christine T. Mansfield	<i>4th "</i>
Lilian G. Marr	<i>5th "</i>
Alice A. Todd	<i>6th "</i>

AMES SCHOOL.

Herbert L. Rand	<i>Principal, 9th Grade.</i>
Mabel R. Coombs	<i>Assistant, 9th "</i>
Elizabeth G. Diman	<i>8th "</i>
Mary E. Mulkern	<i>7th "</i>
Bertha V. Cobb	<i>6th "</i>
Florence C. Boynton	<i>6th and 7th "</i>
Ellen E. Barker	<i>5th "</i>
Mary V. Gilson	<i>4th "</i>
Florence F. Kinney	<i>3d "</i>
Jessie E. Burton	<i>2d and 3d "</i>
Nellie M. Gray	<i>2d "</i>
Julia G. Kennedy	<i>1st "</i>
Maria F. Kingsbury	<i>1st "</i>
Mary F. Nowell	<i>Kindergarten.</i>
Agnes R. Hinman	"

AVERY SCHOOL.

William F. Howe	<i>Principal, 9th Grade.</i>
Marion F. Maddocks	<i>Assistant, 9th "</i>
May H. Layman	<i>8th "</i>
Marion H. Garfield	<i>7th "</i>

Isabel E. Clark	<i>6th Grade.</i>
Jennie A. Orendorff.....	<i>5th " "</i>
Margaret R. Lynas.....	<i>4th " "</i>
Elizabeth E. Henderson	<i>3d " "</i>
Nellie G. Kelley	<i>2d " "</i>
Miriam F. Babbitt	<i>1st " "</i>
Mabel G. Berry.....	<i>Kindergarten.</i>
Celia N. Burrill.....	<i>1st Grade and "</i>

OAKDALE SCHOOL.

Annie E. Whittier.....	<i>Principal, 7th and 8th Grades.</i>
Dollie L. Wales	<i>5th and 6th " "</i>
Mary L. Hayes	<i>3d and 4th " "</i>
Ada M. Frost	<i>1st and 2d " "</i>
Susan J. Pennell	<i>Temporary Assistant, 1st Grade.</i>

QUINCY SCHOOL.

Mary E. Keelan	<i>Principal, 4th Grade.</i>
Mary Hutchins	<i>3d " "</i>
Mary C. Hannon.....	<i>2d " "</i>
Jennie V. McManus.....	<i>1st " "</i>

DEXTER SCHOOL.....	Alice J. Keelan
RIVERDALE SCHOOL	Florence K. Alexander.
ENDICOTT SCHOOL.....	Florence R. Abbott.

MUSIC -- Samuel W. Cole,
Assisted by Mr. John L. Gibb.

DRAWING -- Wilhelmina N. Dranga.

Anna B. Morton, *Assistant.*

MANUAL TRAINING — William W. Locke.

SEWING -- May A. McClearn.

SUBSTITUTE TEACHER — Dorothy H. McManus.

REPORT OF THE SCHOOL COMMITTEE.**JANUARY 31, 1902.**

To the Inhabitants of the Town of Dedham:—

The School Committee have the honor to submit the following report for the year ending January 31, 1902.

Mr. Dorus Franklin Howard, late Principal of the Avery School, died on April 6, 1901. He was born at East Hardwick, Vt., on August 24, 1844; graduated from the State Normal School at Bridgewater in the Class of 1878; and in 1880 was elected Principal of the Avery School. He served the town faithfully and well for nearly twenty-one years, and had endeared himself to both scholars and parents. His kindly manner and his gracious presence will be a precious memory to all who had the privilege to know him. Resolutions were prepared by the Committee and by the teachers, which will be found on a later page, "In Memoriam."

During the year there have been two resignations in the High School, Miss Miriam Loheed, as temporary assistant, and Miss Elizabeth G. Tracy, as third assistant. Miss Tracy was elected as sixth assistant in the summer of 1897, and for five years did excellent work. She resigned to accept a more lucrative position in the South Boston High

School. In October Miss Lilian G. Marr, a graduate of Boston University, was elected to the vacant position. In connection with the English course, Miss Alice A. Todd, of Somerville, was elected in November as teacher of stenography and typewriting.

Miss L. Mabel Munson, assistant in the 9th grade, Ames School, resigned in June; and in September the school suffered another loss in the resignation of the Principal, Mr. Frederick W. Swan. In June, 1894, Mr. Swan, who was a graduate of the State Normal School at Bridgewater, was elected as teacher of the Endicott School; and in September, 1895, he was transferred to the 8th grade, Ames. In June, 1896, he was elected Principal of the latter school, and filled the position for five years with excellent satisfaction. He gained the love of his scholars and the good will and respect of the parents, and raised the work of the school to a high standard. He resigned to accept a position as sub-master of the Warren School, East Boston. Mr. Herbert L. Rand, a graduate of the Bridgewater Normal School, and a teacher of experience, was elected in October to the principalship of the school. The assistant in the 9th grade, Miss Mabel R. Coombs, a graduate of the North Adams Normal School, was elected in June to fill the vacancy caused by the resignation of Miss Munson. In June, also, Miss Boynton was transferred from the Riverdale School to the 6th and 7th grades to fill a vacancy; and at the same time, owing to the over-crowding of the primary grades, Miss Jennie E. Burton, a graduate of the Framingham Normal School, was elected teacher of a new class composed of parts of the 2d and 3d grades.

In the Avery School, Mr. William F. Howe, assist-

ant in the 9th grade since February, 1900, was elected in April last as Principal ; and the vacancy caused by his promotion was filled by the election of Miss Marion F. Maddocks, a graduate of the Framingham Normal School. In August, the Committee received the resignation of Miss Sara A. Brown, teacher of the 5th grade, and in September, Miss Jennie A. Orendorff, a graduate of the Bridgewater Normal School, was elected to fill the vacant position.

In the Oakdale School, Miss Susan J. Pennell was chosen as temporary assistant in the 1st grade, in October ; and in the Riverdale School, Miss Florence K. Alexander, a graduate of the Boston Normal School, was elected as teacher in June to fill the vacancy caused by the promotion of Miss Boynton to the Ames School.

There are now in the service of the town forty-five regular teachers, one temporary assistant and six special teachers, making a total of two more than last year ; while the number of scholars is about sixty more.

The kindergartens, established in 1898, have been greatly appreciated, and their marked success has made them a permanent part of our public schools. The one at the Avery has grown too large to do good work in one room, and a new room must be fitted up to accommodate the overflow.

In November the demand for a course in stenography and typewriting seemed so strong that the Committee felt justified in introducing it. It is gratifying to the Board to know that twenty scholars in the Junior Class are already taking the branch, and they look forward with considerable interest to good results from the work. The course, which is optional, will be completed in two years, and next year will be taken up by both Juniors and Seniors. It

is interesting to note that all the high schools about us are already doing the same work, and leading us in this practical enterprise.

During the year books have been added to the various school libraries. The Slafter Reference Library is now one of the best of its kind, and furnishes a valuable help to the High School. It would be well for the town to appropriate one hundred dollars or so, in addition to the Public Library grant, to purchase books for the Avery Reading Room. It is a pleasure to speak of the increase in the reading of good books taken from the Public Library by the upper grades of the grammar schools. The figures give evidence of the importance of this school delivery, established in 1893. The number has gradually increased from about 2,000 reported on January 31, 1894, to 11,535 used for the year ending January 31, 1902. Meantime the total circulation of the Library has risen from 19,442 to 37,125.

The High School building, which has been in use for nearly fifteen years, will soon need shingling, painting and other necessary repairs at an expense not far from fifteen hundred dollars. It does not seem wise to take this amount from our general repairs account. When wanted, it may be better to raise the money by a special appropriation in connection with what will be needed to make important changes in the building as suggested below. From year to year the entering classes will grow larger: and as it is now the building is taxed to the utmost to accommodate the school. Your Committee feel that the citizens of the town must soon take the matter in hand and provide more room, and a better system of heating and ventilation. For several years the unsatisfactory con-

dition of the building has been called to your attention ; but it has not yet seemed wise to ask the town for several thousand dollars to provide for the necessary changes, because of the large appropriations for new buildings.

The Dexter schoolhouse, since it was built in 1846, has required but little expense beyond ordinary repairs ; but during the coming year a special effort will be made to improve the sanitary and the general condition of the building. As soon as it can be done, it will be important and necessary to connect the High, Ames, Avery, Quincy and Dexter schoolhouses with the sewer system ; and for this purpose the town will be asked to make a special appropriation.

The estimates for the coming year are the same as last year, with the exception of salaries of teachers and general repairs. As to salaries, the addition of a new teacher at the Ames School, of one, or possibly two teachers, at the High School, and a new one soon at the Oakdale School, will require an increase in the estimate. As to general repairs, for the preparation of a new room at the Oakdale School, the addition of a new room to accommodate the kindergarten at the Avery School, and the necessary changes at the Dexter School, more money will be needed.

In closing, the School Committee wish to express their thorough appreciation of the generous support given to the public schools and of the good will shown to the Board. In the confidence and trust placed in them they realize the great responsibility resting on their shoulders to educate the children of the town. In this important work the Superintendent of Schools and the teachers have devoted their best energies, and grateful

thanks are due to them for their untiring and valuable services. An invitation is again extended to parents to visit the schools, as their presence will encourage both teachers and scholars.

ESTIMATES.

Salaries of teachers and superintendent,	\$32,500
Care of schoolhouses, grounds and janitors' supplies,	2,800
General repairs and grading of school grounds,	2,000
Fuel,	2,400
Lighting,	100
Schoolbooks and school supplies,	2,500
Furniture,	400
Laboratories,	200
Manual training and sewing,	900
High school orchestra	100
<hr/>	
	\$43,900

JULIUS H. TUTTLE,

Chairman.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham:—

I herewith submit my ninth annual report.

STATISTICS.

Population of Dedham, census of 1900	7,457
Value of real and personal property, 1900	\$8,807,220
Value of real and personal property, 1901	9,177,550
<hr/>	
Increase.....	\$ 370,330
Number of children between 5 and 15, Sept. 1, 1900,	1,210
Number of children between 5 and 15, Sept. 1, 1901,	1,266
<hr/>	
Increase	56
Average number belonging for year ending Feb. 1, 1901.....	1,298
Average number belonging for year ending Feb. 1, 1902.....	1,341
<hr/>	
Increase	43
Average daily attendance for year ending Feb. 1, 1901,	1,209
Average daily attendance for year ending Feb. 1, 1902,	1,242
<hr/>	
Increase	33
Number of children enrolled Jan. 1, 1901	1,414
Number of children enrolled Jan. 1, 1902	1,472
<hr/>	
Increase	58
Amount expended, including the kindergartens, for the year ending Feb. 1, 1901	\$43,669 86
Amount expended, including the kindergartens, for the year ending Feb. 1, 1902	43,923 84
<hr/>	
Increase	\$253 98

TEACHERS.

In January, 1902, there were in the service of the town as teachers:—

	Men.	Women.	Total.
High School.			
Principal	1	.....	1
Other teachers	1	5	6
Grammar and Primary.			
Principals	2	2	4
Other teachers.			
Grade IX.	.....	2	
" VIII.	.....	2	
" VII.	.....	2	
" VI-VII.	.....	1	
" VI.	.....	2	
" V-VI.	.....	1	
" V.	.....	2	
" IV.	.....	2	
" III - IV.	.....	1	
" III.	.....	3	
" II. - III.	.....	1	
" II.	.....	3	
" I - II.	.....	1	
" I.	.....	5	
" I-V.	.....	3	31
Kindergartens.			
Principals	.....	2	2
Assistants	.....	2	2
Total	.....	46	
Number employed January 1, 1901.	.....	44	
Increase	.....	2	

Besides these there are six teachers who are employed part of the time. Seven teachers are graduates of a college, twenty-two of a normal school, and five of a training school for kindergartners.

ENROLLMENT.

The following table shows the number of pupils enrolled in the different grades since 1892. By following the lines of figures in light and heavy type running diagonally downwards towards the right, the size of the same class may be traced from year to year.

June,	'92	'93	'94	'95	'96	'97	'98	'99	1900	'01	Jan. '02
Grade 2.....	132	125	130	123	127	126	128	123	148	142	167
" 3.....	109	117	117	106	121	125	126	120	127	156	130
" 4.....	118	111	105	122	127	135	136	119	138	137	167
" 5.....	115	112	107	101	116	131	104	121	110	118	121
" 6.....	99	112	101	94	100	118	108	96	133	119	125
" 7.....	73	92	85	80	81	91	89	79	95	104	116
" 8.....	50	52	70	73	86	92	87	87	87	92	112
" 9.....	55	59	59	65	67	81	77	80	81	80	88
Ent. High in Sept.	40	38	37	36	61	73	61	71	38	37	
High, 4th....	26	31	53	48	47	57	77	54	58	48	58
" 3d	18	15	26	41	41	41	52	45	38	43	44
" Junior.	20	13	7	28	35	27	32	36	40	36	42
" Senior.	18	13	10	6	20	30	34	26	34	38	35
Pupils in High, Jan. 1.....	91	85	91	116	135	157	185	169	183	171	179

The best test of the efficiency of a school system is the length of time that children remain in school, and it is very gratifying to call attention to the notable growth of the higher grades, as indicated in the above table.

Since 1892 the number of children between five and fifteen years of age in Dedham has increased from 1,177 to 1,266, 7.5 per cent.

The increase in the different grades is as follows:—

Sixth grade, from	99	to	125,	26	per cent.
Seventh "	73	"	116,	59	" "
Eighth "	50	"	112,	124	" "
Ninth "	55	"	88,	60	" "
High School,	91	"	179,	97	" "

Next year the ninth grade will number more than one hundred, and at least ninety of these will enter the High School in September, 1903.

SCHOOL ACCOMMODATIONS.

Ames. The average number of scholars belonging for the years 1901 and 1902 was:—

1901	466
1902	486
Increase.....	20

February 1, 1902, the enrollment of the different rooms was as follows:—

Ninth grade.....	37
Eighth "	47
Seventh "	37
Sixth and seventh grades.....	35
Sixth grade	40
Fifth "	44
Fourth "	48
Third "	41
Second and third "	35
Second "	39
First (2) "	32
First (1) "	36
Kindergarten	34
Total	505
Number enrolled February 1, 1901.....	484
Increase	21

The average number of pupils in each room above the kindergarten is thirty-nine.

A room was opened in September to accommodate the overflow from the second and third grades. As forty-eight pupils are now enrolled in the fourth grade and

forty-four in the fifth, it is evident that a slight increase will compel the employment of an assistant. A teacher cannot properly instruct more than forty pupils.

Avery. The average number of scholars for the years 1901 and 1902 was:—

1901	387
1902	409
Increase.....	22

Below will be found the number of pupils in the different rooms February 1, 1902.

Ninth grade.....	51
Eighth "	47
Seventh "	43
Sixth "	45
Fifth "	41
Fourth "	44
Third "	27
Second "	39
First "	47
Kindergarten.....	44
Total.....	428
Number enrolled February 1, 1901	398
Increase.....	30

In September it will be necessary to use the assembly hall to accommodate the ninth grade, as the combined eighth grades of the Avery and Oakdale now number sixty-five.

Oakdale. The average number of scholars for the years 1901 and 1902 was:—

1901	148
1902	172
Increase.....	24

The whole number of pupils now attending this school is as follows:—

Seventh and eighth grades	39
Fifth and sixth "	43
Third and fourth "	48
First and second "	35
First grade	14
Total	179
Number enrolled February 1, 1901	162
Increase	17

Since September a small division of the first grade, in charge of an assistant, has occupied one of the ante-rooms. At least one additional room will be needed in September, 1902.

HIGH SCHOOL.

October 1, 1901, one hundred and ninety-one pupils were members of the school. The average number belonging for the year was one hundred and seventy-four. The graduating class of 1901 numbered thirty-eight, the largest in the history of the school. The usual number of graduates passed successfully entrance examinations at higher institutions and are in attendance.

Greek. Advanced Greek has been omitted from the required studies of the college course. The colleges of Massachusetts, with the exception of Boston University, accept a modern language in place of Greek as a requirement for admission, and it is not wise or economical to continue here the small classes in elementary Greek.

Stenography and Typewriting. A two years' course in stenography and typewriting was offered to the Junior class in September, and eighteen availed themselves of the

opportunity. The pupils are interested and are doing excellent work. Without doubt this course will be elected in September, 1902, by one half of the Junior and Senior classes, and will be a means of increasing the membership of the school.

College Requirements. Your attention is called to the increase in the college requirements. The average boy or girl cannot complete in four years the college course, and a five years' preparatory course in the High School must be provided to meet this condition. If this be done, the teachers can continue to give just attention to that large number who do not expect or intend to take advanced courses in higher institutions of learning.

GRAMMAR SCHOOLS.

Time of completing course. The following table gives the time in which the present ninth grade pupils will complete the nine years' course of study of the grammar schools:—

Number completing the course in	6½ years . . .	2
" " " " " 7 "	... 1	
" " " " " 8 "	... 24	
" " " " " 9 "	... 43	
" " " " " 10 "	... 13	
" " " " " 11 "	... 2	

Each of the grammar grades is divided into two divisions. Pupils are promoted from division to division and from room to room as fast as their ability will permit. The effect of this is seen in the shortening of the course for the brighter pupils.

Average age. The average age of the pupils of the different grades, September 1, was as follows:—

First grade.....	5 years 10 months
Second "	7 " 2 "
Third "	8 " 4 "
Fourth "	9 " 4 "
Fifth "	10 " 6 "
Sixth "	11 " 5 "
Seventh "	12 " 2 "
Eighth "	13 " 1 "
Ninth "	14 " 1 "
Tenth "	14 " 8 "
Eleventh grade.....	15 " 6 "
Twelfth "	16 " 5 "
Thirteenth grade	17 " 5 "

The average age of students entering Harvard College is 19 years.

KINDERGARTENS.

The number attending the kindergartens during the year was as follows:—

	Number Belonging.	Daily Attendance.
Ames	37	29
Avery.....	48	39
Total.....	85	68
• Number attending for the year ending February, 1901.....	80	64
Increase.....	5	4

The kindergarten room of the Avery is overcrowded. On account of the position of the cold air shafts and piers it cannot be enlarged, and another room should be finished off in the basement to accommodate the division now using the master's office.

The kindergarten is now established as a part of the school system of Dedham. A child having spent two years in a good kindergarten is superior to children not similarly trained in self-control; he is more observant and can talk better, and the primary teachers find him better prepared to begin the work of the first grade.

PUBLIC LIBRARY.

The distribution of books from the Public Library to the schools was begun in 1893. The following table gives the total circulation of the library and the number of volumes sent to the schools for the years 1894-1902:—

1894,	issued, 21,314,	distributed to the schools, 2,000
1895,	" 27,092,	" " " 5,000
1896,	" 27,092,	" " " 8,026
1897,	" 27,764,	" " " 8,607
1898,	" 27,868,	" " " 8,825
1899,	" 29,318,	" " " 9,000
1900,	" 33,183,	" " " 9,885
1901,	" 34,325,	" " " 10,551
1902,	" 37,125,	" " " 11,535

The usual additions to the Slafter Library in the High School and to the reference libraries in the Ames, Avery and Oakdale schools have been made. More standard books of reference are needed for the reading room of the Avery, and a special appropriation for this purpose would be appreciated by the citizens of East Dedham and by the teachers and pupils of the public schools.

BUILDINGS.

The High, Ames, Avery, and Dexter buildings must be connected with the sewer during the coming year.

The sanitary condition of the Dexter should also receive attention. The present building was built in 1846, and will doubtless be used as a primary school for a number of years.

REPORTS AND STATISTICS.

In the followings pages will be found the usual reports and statistics.

RODERICK W. HINE,
Superintendent of Schools.

In Memoriam.

THE School Committee of Dedham desire to place on record their appreciation of the long and faithful services of Dorus Franklin Howard, late Principal of the Avery School.

Including the present ninth grade, twenty-one classes, nearly six hundred pupils, have been graduated from the school since Mr. Howard became Principal, in 1881.

His character, his quiet dignity and firmness, won for him the love and respect of his pupils. As a disciplinarian he was pre-eminently successful. The confidence of the pupils in his justice and the regard in which he was held by parents combined to make him a power for good in the community.

His life and its influence are the best memorials to his worth as a citizen and as a teacher.

[From the records of the School Committee, May 7, 1901.]

At a meeting of the teachers held April 22, 1901, the following was voted as a tribute of respect to the memory of Mr. Howard :—

We, the teachers of the Public Schools of Dedham, who have been for a longer or shorter period associated with Dorus Franklin Howard, late Principal of the Avery School, desire, as a tribute to his memory, to give formal expression to the high esteem in which we held him.

As a teacher of the young in this town for more than twenty years, he impressed all by his kindly, dignified manner and by his deep and constant interest in their welfare. During all this time and in all relations, he was eminently fair, just and gentlemanly, patient with all, and his influence was always wholesome and uplifting.

From the first of his service he identified himself with the larger interests of the town. His home was in Dedham. As a man and as a citizen he was a conspicuous example of devotion to duty.

His memory will be cherished by all who knew him, and especially by the members of the twenty-one graduating classes that have been under his care and guidance, and by the teachers who were immediately associated with him.

HIGH SCHOOL.

In June, 1901, a course of study, followed in the school, was sent to the parents. Since the beginning of the year typewriting and stenography have been introduced into the Junior class, and about one half of this class have accepted the opportunity for the study of these branches. Next year it is fair to assume that a total of forty pupils will be found in the Junior and Senior classes taking stenography. The work has been introduced in the advanced classes because we feel that it demands the attention of the older pupils, while the time allotted has been two years in order that the study may be carried along parallel with other work and bring the pupil prepared, at the close of his school course, to fill successfully a position in a business house.

Last year the class of 1901 presented the school a carbon photograph, 22 x 33, of the Castle of San Angelo. We have begun to look upon this custom, from year to year, as a fixture, and feel sure that the scholars can do nothing that will link their names more firmly with the school, while serving at the same time as a silent inspiration to generations of scholars yet to come. The Alumni have also placed upon the walls a crayon, by Litchfield, of Rev. Carlos Slafter, who was principal of the school from 1852 to 1892.

The following books have been added to our Reference Library and the number is now eight hundred and eighteen. As these books have been selected, from year

to year, with great care, and as our purpose has been to allow our experience to guide us in our choice, we feel that we have only those that will prove to be of the greatest service to the pupils.

Plumptre's Translation of the Plays of Aeschylus and of Sophocles.

American Encyclopedia of Biography.

Painter's American Literature.

Unabridged German Dictionary.

Unabridged French Dictionary.

Story of Sicily (Story of the Nations Series).

La Triade Francaise.

Stedman : Victorian Anthology.

American Anthology.

Close of the Middle Ages.

Standard Opera-Glass. (Stories of 119 Celebrated Operas.)

Lives of the Hunted. Seton-Thompson.

Garden-Making.

Aristotle's Politeia.

Hare's Walks About Paris.

Robert Southey's Poems.

Edgar Allan Poe's Poems.

I must call attention again to the fact that, with the increase in the number of pupils, there still exists the demand for enlarged accommodations. Ten years ago our building was considered ample to satisfy the demands made upon it. Now, however, every seat is taken, and with anticipated increase in number next year, the problem of caring for all the pupils becomes a grave one. The force of this statement will be felt when we recall the exhibition of school work held in the High School hall in 1895, when the hall for a week was occupied by the tables necessary for a display of the work. To-day that entire room, which was thronged with interested parents, is filled

with pupils' desks that are occupied every hour. A financial question is involved in the facts stated in the foregoing lines, and yet so urgent a one is it that immediate attention should be given to enlarging the High School building.

I trust that with the additional room in the building, whenever that may come, there will be opportunities made for the development of a department for the special use of classes in domestic sciences. No one doubts that the experience of the past has much to teach us in the economic preparation of raw foods to give the best return in the healthful nutrition of our bodies. Not far distant is the day when the study of food-stuffs, their preparation and attractive service will be found to bear a close relation to those which develop the mind, while questions of sanitation will rapidly suggest themselves in a town now introducing a system of sewerage.

The reports of the special teachers will be found in another place. The changes in the corps of teachers are mentioned by the Chairman of the Committee in his report. I wish, however, to express the regret which we all felt in losing Miss Elizabeth G. Tracy, who was called to the South Boston High School, as instructor in English, at the beginning of the current year.

In closing, moreover, it is a pleasure to speak of the hearty co-operation which the teachers have shown in furthering all the best interests of the Dedham High School.

GEORGE F. JOYCE, JR.,
Principal.

MUSIC.

In reporting gratifying progress for a series of years in connection with the music of the public schools, it might strike the casual reader that by this time we ought to have arrived at something near perfection. Happily, however, for all concerned "perfection is no trifle," and the conscientious supervisor will be likely to recognize faults enough, even in the very best results within his reach, to prevent him from over-confidence. Where progress is reported it means, simply, that in his efforts to eradicate certain faults he can see an improvement. Classes change, teachers resign and other teachers take their places. The conditions for the study of music are interrupted so that the supervisor does well if a general average of excellence is maintained and some progress made.

After an interim of several years an exhibition of the results of the music lessons was given in the hall of the Ames School, and the following is the part of the programme given by the High School orchestra.

Andante from the Surprise Symphony.....	Haydn
The First Movement, 25th Piano Concerto—	
Allegro Maestoso.....	Mozart
Mr. William Dietrich Strong, Pianist.	
Overture, Die Entführung aus dem Serail.....	Mozart

The first part of the evening was devoted to the vocal music, in which those grades had a hearing which otherwise are never heard outside of the schoolroom. It has been remarked before in these reports that the best way to hear children sing is to visit the schoolroom where the accustomed conditions prevail and all the scholars are alive to the occasion and are trying to do their best. An exhibition is the next best plan and one which worked as well as could be expected in this instance. Those present who were best able to judge expressed their pleasure at the tunefulness which characterized the singing of all the classes. The latter part of the evening was devoted to the High School orchestra, which then for the first time attempted to show what had been accomplished through the expert instruction it had received by the generosity of the town. A glance at the program will show that quite ambitious selections were attempted, and it was gratifying indeed to the writer to note that the most classical number (the piano concerto) received the most enthusiastic applause. Thus was one step more gained toward the accomplishment of the purpose for which the orchestra was organized.

The High School omitted its annual concert, thinking that it might be better to allow the musical public to miss their entertainment for one year. Therefore the only hearing the High School chorus had was the graduating exercises last June. Out of the programme of that occasion one number at least is worthy of notice here, the unaccompanied number, (*Hushed to Rest*—Löhr), this being the first attempt of the chorus to sing in public without instrumental support. That the attempt was successful is creditable enough to the young singers. It is expected

that a programme of unusual interest will be given by the High School chorus and orchestra before the lapse of many weeks.

The continued interest of the public in the public school music is a consideration of great moment in the minds of those who are, to the best of their ability, promoting it, and those who have time to visit the schools to hear the music will be most warmly welcomed.

SAMUEL W. COLE,
Supervisor.

SCHOOL CENSUS.

The following table gives the results of the school census taken in September, 1901.

	BOYS.	GIRLS.
Number of persons in the town between three and fifteen years of age.....	730	756
Number between five and fifteen.....	614	652
" " three and four.....	55	45
" " four and five.....	61	59
" " five and six.....	65	77
" " six and seven.....	59	58
" " seven and eight.....	64	71
" " eight and nine.....	71	56
" " nine and ten.....	73	70
" " ten and eleven	74	64
" " eleven and twelve.....	48	88
" " twelve and thirteen....	52	55
" " thirteen and fourteen..	54	63
" " fourteen and fifteen....	54	50

JANITORS.

February 1, 1902.

High.....	P. H. McManus.
Ames.....	John H. Sullivan.
Avery.....	Joseph Meehan.
Oakdale and Quincy.....	Osavius Verney.
Dexter.....	Frank Neas.
Riverdale.....	William Newberry.
Endicott.....	Samuel F. Alden.

STATISTICS.

SCHOOLS.	Amount expended for salaries, fuel, care of building, school books and supplies.	Average number belonging.	Cost per pupil.	Cost per pupil for school books and supplies.
High	87,671 34	174	844 08	\$3 96
Ames.....	9,606 10	449	21 39	1 44
Avery	8,064 45	361	22 34	1 61
Oakdale	3,404 10	172	19 79	1 50
Quincy	2,984 13	119	25 07	1 00
Dexter	689 32	24	28 72	1 06
Riverdale	710 59	20	35 53	2 60
Endicott	612 85	22	27 85	1 10

STATISTICS OF AMES AND AVERY SCHOOLS,
Including the Kindergartens.

Ames.....	810,320 31	486	821 25	\$1 37
Avery	8,783 02	409	21 47	1 46

ATTENDANCE.

SCHOOLS.	Average enrollment for the year.		Average number belonging.	Average daily attendance.	Per cent. of attendance.	Number of cases of tardiness.
	Boys.	Girls.				
High.....	72	104	174	164	94	372
Ames.....	216	240	449	406	90	156
Avery.....	188	181	361	337	93	495
Oakdale.....	84	93	172	162	94	181
Quincy.....	65	58	119	112	94	96
Dexter.....	15	10	24	22	92	85
Riverdale.....	11	10	20	18	90	70
Endicott.....	12	11	22	21	95	107
Total	663	707	1,341	1,242	93	1,562

ATTENDANCE OF AMES AND AVERY,
Including the Kindergartens.

Ames	234	261	486	435	90	156
Avery	212	208	409	376	92	495

DEDHAM HIGH SCHOOL.

Certum Pete Finem.

GRADUATING EXERCISES, MEMORIAL HALL, JUNE 20, 1901.

Programme.

Almaniva. Bolero	Mallandine
	ORCHESTRA.
Salutatory and Address. Some of the Duties of American Citizens.....	WALLACE A. GLEASON.
The Story of the Deluge.....	FRANK C. BENNETT.
Thoughts on Finding Class Pictures.....	ROSELLA V. SWEENEY.
A Prophecy of Universal Peace.....	MARY B. REYNOLDS.
Singing. Lovely Appear, from "Redemption.".....	Gounod
	CHORUS AND ORCHESTRA.
Historic Trees of Dedham.....	
	HELEN L. IVERS.
Looking Forward.....	
	MARGARET E. SULLIVAN.
Singing. a. The Lost Chord.....	Sullivan
b. Hushed to Rest	Lohr
	CHORUS.
Recitation. The Day of Judgment....	Elizabeth Stuart Phelps
	LOUISE B. KENNEDY.
Singing. The King's Champion.....	Watson
	CHORUS.

Class Prophecy.....

WILLIAM F. O'REILLY.

A Translation from Homer with Valedictory.....

ETHEL M. HAYE.

Presentation of Diplomas.....

JULIUS H. TUTTLE,

Chairman of School Committee.

March from Tannhauser..... Wagner
CHORUS.

ORGANIZATION.

President, JOHN J. KELLEY.

Vice-President, IRENE M. SHERMAN.

Secretary, HELEN L. IVERS.

Treasurer, ROBERT O. FISHER.

Executive Committee.

GEORGE W. DAWSON. ISABEL G. DODGE, LUCY E. INGILS.

Class of 1901.

GENERAL DEPARTMENT.

Edward F. Abbott,	Louise B. Kennedy,
Gertrude I. Buckley,	Joseph F. Mahoney,
Edward C. Burdakin,	Ethel B. Morse,
Mary E. Cowhig,	Mabelle D. Nickerson,
Lucius Cummings, 3rd,	Elizabeth M. O'Leary,
May L. Dailey,	William F. O'Reilly,
George W. Dawson,	Mary B. Reynolds,
Mary E. Dervan,	Nellie Rix,
Isabel G. Dodge,	E. Whitney Sherman,
Anna L. Farrington,	Irene M. Sherman,
John P. Finn,	Elsie R. Smith,

Robert O. Fisher,
John J. Haley,
Edmund P. Hurley,
Lucy E. Ingils,
John J. Kelley,

Margaret E. Sullivan,
Rosella V. Sweeney,
Harry Tracy,
Theodore A. Vautrinot,
Mabelle C. Walsh.

INSTITUTE DEPARTMENT.

David Collins.

COLLEGE DEPARTMENT.

Frank C. Bennett,
Wallace A. Gleason,

Ethel M. Haye,
Helen L. Ivers.

AMES SCHOOL.

GRADUATING EXERCISES, JUNE 21, 1901.

Programme.

1. Reading. A Message to Garcia..... Hubbard
FRANK IRVING BAKER.
2. Song. Hark! How the Rain is Falling..... Dr. Callcott
NINTH AND EIGHTH GRADES.
3. Essay. Roger Wolcott.....
FREDERICK HENRY McNAMARA.
4. Recitation. Eulogy of Roger Wolcott..... Lodge
JOSEPH JOHN BITTIGHOFFER.
5. Song. O God Most High Stadler
NINTH AND EIGHTH GRADES.
6. Recitation. The First Selectman's Speech.....
JOHN CUTTER.
7. Song. Out on the Deep. Löhr
NINTH AND EIGHTH GRADES.
8. Essay. Booker T. Washington.....
MARION WHITNEY BOWLER.
9. Reading. Impression made by Booker T. Wash-
ington's "Atlanta Speech."....
CHARLES WILLS PHINNEY.
10. Essay. Trumpet Calls of Our Army.....
LILLIAN BURDAKIN.
11. Song. Anchored..... Watson
NINTH AND EIGHTH GRADES.

12. Presentation of Diplomas.....

By Mr. JULIUS H. TUTTLE,
Chairman of School Committee.

**13. Song. The Lord is Great..... Mendelssohn
NINTH AND EIGHTH GRADES.**

Names of Graduates.

Frank Irving Baker,	Thomas William Kennedy,
Joseph John Bittighoffer,	Ellen Kinsella,
Marion Whitney Bowler,	Eleanor Augusta Klemm,
Lillian Burdakin,	Alice Anzanata Lane,
Patrick Joseph Canney,	Katherine Marshall McCabe,
Mark Owen Carney,	Frederick Henry McNamara,
Mabel Carruthers,	Michael John Murphy,
Otis Howard Chamberlain,	Grace Eilene Nay,
Carroll Churchill,	Charles Curtis O'Connell,
John Cutter,	Mary Dymphna O'Hare,
George Briggs Dailey,	Mary Josephine O'Leary,
Frances Gertrude Fell,	Sarah Elizabeth Onion,
Arthur Channing Foss,	Charles Wills Phinney,
George Brewer French,	Edward Joseph Roach,
Mary Frances Gallagher,	William John Sharkey,
Nellie Galvin,	Richards Hobbs Shriver,
Margaret Alice Haley,	Irene Paine Silver,
Gertrude Cecilia Hartney,	William Edward Tingley,
Annette Kærcher Hawkes,	Emily Margaret Tully,
Charles Jolley,	George Sumner Wilson,
George Lowden Keenan,	Ferdinand John Ziersch,
Margaret Josephine Keene.	

AVERY SCHOOL.

GRADUATING EXERCISES, JUNE 21, 1901.

Part I.

1. Chorus. Nancy Lee..... Adams
2. Address of Welcome.....
THOMAS MURRAY.
3. Essay. The Growth of the American Flag.....
WILLIAM PARSONS.
4. Violin Solo.....
JOSEPH FINN.
OSCAR HENNING, Accompanist.
5. Recitation. The Philippine Islands
JOHN McGUINNESS.
6. Vocal. Duet. Greetings..... Abt
GRACE COOK. NELLIE LYNCH.
7. Exercise on Eugene Field.....
Eugene Field in his Home.....
MARGARET WOODROW.
- Two Dreams
- Song. Little Boy Blue.....
EVA CHAMBERLAIN.
- Wynken, Blynken and Nod.....
ELIZABETH NOLAN.
- The Limitations of Youth.....
HARRY KRECH.

8. Our Italian Guide..... **Mark Twain**
 William Mullen, Harold Johnson, Ethel Jolliffe,
 Elsie Martin, Wilhelmina Haak, John McGuiness,
 Charles Conlon, Joseph Finn, Louise Roach,
 Ferdinand Cartwright.
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Part II.

1. Chorus. The Oars are Plashing Lightly..... **Geible**
2. Essay on Class Motto — No Victory, No Crown.
 CLAUDE CURRIE.
3. Essay. The Electric Telegraph
4. Violin Solo.....
 ANNA DUGAN.
 HAZEL HEWINS, Accompanist.
5. Original Story.....
 MABELLE WATSON.
6. Quartette. Picnic Glee.....
 Bertha Gaebel, Anna Dugan, Nellie Lynch, David Woodrow,
 Grace Cook, Walter Eis, Mary Roach, Oscar Henning.
7. Prophecies.....
 a. Girls —
 MICHAEL GRADY.
 b. Boys —
 WILHELMINA HAAK.
8. Presentation of Gift to School.....
 ERLE WHITING.
9. Presentation of Diplomas.....
 By **MR. JULIUS H. TUTTLE,**
 Chairman of School Committee.
10. Chorus. O, Who Will O'er the Downs..... **Pearsel**

Names of Graduates.

Benkart, Frank Charles	Staples, George Harold
Brindley, Lawrence Vincent	Whiting, Erle Fuller
Cartwright, Ferdinand James	Woodrow, David Hall
Conlon, Charles Francis	Chamberlain, Eva May Augusta
Currie, Claude Arrington	Cook, Grace Ferguson
Eis, Walter Charles Frederick	Dugan, Anna Elizabeth
Eschelbach, George William	Gaebel, Bertha Charlotte
Finn, Joseph Thomas	Haak, Wilhelmina
* Gates, Howard	Hewins, Hazel Ethelyn
Grady, Michael Lawrence	Jolliffe, Ethel May
Henning, Oscar Carl	Lynch, Ellen Frances
Johnson, Harold Irwing	Martin, Frances Elsie
Krech, Harry Louis	Nolan, Elizabeth Frances
McGuiness, John	Roach, Mary Agnes Magdalene
Mullen, William John	Roach, Helen Louise Veronica
Murray, Thomas Paul	Vogel, Mary Martha
Parsons, William Bird	Watson, Mabelle Winnifred
Woodrow, Margaret Frazer	

*Died June 6, 1901.

FINANCIAL REPORT.

The amount received for school purposes is as follows:

Regular appropriation, April, 1901....	\$42,400 00
Received for tuition, W. H. Gleason....	10 00
Received for tuition, E. B. Snow.....	22 50
Received for tuition, E. V. Mitchell....	45 00
Received for tuition, City of Boston..	82 00
Received for tuition, Town of Westwood	885 90
Received for tuition, Town of Medfield	225 00
Received for articles made at sewing school	12 22
Received for damaged books and sale of junk	47 50
Appropriated for heating and lighting Avery Reading Room	200 00
<hr/>	
Total	\$43,930 12
Amount expended	43,923 84
<hr/>	
	\$ 6 28
Appropriated to pay expenses from Feb. 1, 1901, to April 1, 1901.....	8,615 66
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Amount to cover expenses from Feb. 1, 1902, to April 1, 1902.....	\$8,651 94
Appropriated for High School Orchestra	\$100 00
Balance, Feb. 1, 1901.....	46 43
<hr/>	
	\$146 43
Amount expended	122 54
<hr/>	
Balance	\$23 89

SALARIES.

High School:

George F. Joyce, Jr.....	\$2,000 00
Mabel G. Curtis.....	750 00
Marion J. Wendell.....	750 00
Elizabeth G. Tracy.....	362 88
Marshall Wentworth	700 00
Christine T. Mansfield	700 00
Miriam Loheed	200 00
Lilian G. Marr	270 00
Alice A. Todd	137 50
Substitutes	16 60
	—————
	\$5,886 98

Ames School:

Frederick W. Swan	\$812 50
Herbert L. Rand	422 50
L. Mabel Munson	287 50
Mabel R. Coombs	256 00
Elizabeth G. Diman.....	600 00
Mary E. Mulkern	597 75
Bertha V. Cobb	550 00
Helen A. Waterman	200 00
Florence C. Boynton	258 13
Ellen E. Barker	525 00
Mary V. Gilson	546 91
Florence F. Kinney	545 87
Jessie E. Burton	248 12
Nellie M. Gay	550 00
Julia G. Kennedy	550 00
Maria F. Kingsbury	550 00
Mary F. Nowell	388 00
Agnes R. Hinman	297 66
Substitutes	93 95
	—————
	\$8,273 89

Avery School:

Dorus F. Howard	\$390 00
William F. Howe	875 00
Marion F. Maddocks	420 00
May Layman	575 00
Marion H. Garfield	596 63
Isabel E. Clark	550 00
Sara A. Browne	250 00
Jennie A. Orendorff.....	275 00
Margaret R. Lynas	548 97
Elizabeth E. Henderson	550 00
Nellie G. Kelley	550 00
Miriam F. Babbitt	547 94
Mabel G. Berry	400 00
Celia N. Burrill	430 00
Substitutes	59 39
	<hr/>
	\$7,017 93

Oakdale School:

Annie E. Whittier	\$728 75
Dollie L. Wales	550 00
Mary L. Hayes	550 00
Ada M. Frost	550 00
Mary N. Phillips	59 15
Susan Pennell	115 60
Substitutes	207 05
	<hr/>
	\$2,760 55

Quincy School:

Mary E. Keelan	\$800 00
Mary Hutchins	547 94
Mary C. Hannon	548 97
Jennie V. McManus	550 00
Substitutes	10 21
	<hr/>
	\$2,457 12

Dexter School:

Alice J. Keelan	\$498 13
Substitutes	7 50
	<hr/>
	\$505 63

Riverdale School:

Florence C. Boynton	\$250 00
Florence K. Alexander	249 06
Substitute	94
	<hr/>
	\$500 00

Endicott School:

Florence R. Abbott	\$346 25
Substitutes	125 62
	<hr/>
	\$471 87

Music:

Samuel W. Cole	\$700 00
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Drawing:

Wilhelmina N. Dranga	\$125 00
Anna B. Morton	400 00
	<hr/>
	\$525 00

Substitute:

Dorothy H. McManus	\$412 45
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Superintendent:

R. W. Hine	\$2,100 00
Total	<hr/>
	\$31,611 42

FUEL.

High School:

James Shine, wood	\$ 17 25
F. W. Sawtelle & Co., coal	489 26
	<hr/>
	\$506 51

Ames School:

James Henihan, wood	\$ 23 50
F. W. Sawtelle & Co., coal	537 31
	<hr/>
	\$560 81

Avery School:

Goding Bros., wood	\$ 21 65
F. W. Sawtelle & Co., coal	370 62
	<hr/>
	\$392 27

Oakdale School:

F. W. Sawtelle & Co., coal	\$155 70
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Quincy School:

Goding Bros., wood	\$ 10 50
F. W. Sawtelle & Co., coal	191 29
	<hr/>
	\$201 79

Dexter School:

Goding Bros., wood	\$ 3 50
F. W. Sawtelle & Co., coal	62 29
	<hr/>
	\$65 79

Riverdale School:

James Henihan, wood	\$ 4 00
William Newberry, wood	3 75
F. W. Sawtelle & Co., coal	78 66
	<hr/>
	\$86 41

Endicott School:

Goding Bros., wood	\$ 3 50
F. W. Sawtelle & Co., coal	46 12
	<hr/>
Total	\$49 62
	<hr/>
	\$2,018 90

CARE OF SCHOOL-HOUSES, GROUNDS AND JANITORS' SUPPLIES.**High School:**

David Neal, sundries	\$ 4 38
John F. Shine, phosphate	2 00
Fisher & Ellis, sundries	4 57

Red Cross Chemical Co., disinfectant	60
M. Keelan & Son, sundries	2 78
Estate of Charles Russell, sundries...	11 76
E. E. Babb & Co., sundries	3 00
W. G. Hallock, brushes, dusters, etc.	8 26
P. H. McManus, salary as janitor....	550 00

	\$587 35

Ames School:

Fisher & Ellis, sundries	\$ 10 82
W. A. Wood & Co., sundries	4 75
David Neal, sundries	4 48
John Shine, phosphate	2 00
E. J. Walley, sharpening pencils....	15 00
Braman, Dow & Co., gaskets.....	8 04
John McKeon, labor on yard	4 00
A. E. Warren, care of clocks, renew- ing batteries, bells, etc.....	15 00
Red Cross Chemical Co., disinfectant	60
M. Keelan & Son, sundries	2 72
R. W. Hine, cash paid for cleaning ..	6 30
Estate of Charles Russell, sundries..	17 98
John Bell, labor on yard	6 50
J. E. Smith, sundries	3 10
E. E. Babb & Co., sundries	1 00
W. G. Hallock, brushes, dusters, etc.	8 26
John H. Sullivan, salary as janitor..	700 00
Jordan, Marsh & Co., toweling.....	7 00

	\$817 55

Avery School:

John Bell, carting ashes, etc.....	\$ 24 50
John Meehan, cash paid for shoveling snow, cleaning storm windows, keys, cord, mending curtains, etc..	12 69
M. J. McGuiness, cleaning cesspools	15 00
Bailey & Newcomb, sundries	2 75
Goding Bros., fertilizer	2 50

Fisher & Ellis, sundries	6 80
W. B. Parsons, sharpening pencils...	10 00
Braman, Dow & Co., gaskets.....	2 90
Red Cross Chemical Co., disinfectant	60
Estate of Charles Russell, sundries..	18 40
James Finley, drilling posts	2 50
T. P. Murray, sundries.....	8 30
W. G. Hallock, brushes, dusters, etc.	8 26
Joseph Meehan, janitor	650 00
Jordan, Marsh & Co., toweling	7 00
	—————
	\$772 20

Oakdale School:

Bailey & Newcomb, sundries.....	\$ 4 31
Red Cross Chemical Co., disinfectant	60
O. Verney, carting ashes.....	6 00
Masury, Young & Co., nodusto....	7 50
John Bell, labor on yard.....	1 00
C. Russell, sundries	15 51
E. E. Babb & Co., sundries	1 00
O. Verney, salary as janitor.....	190 00
Jordan, Marsh & Co., toweling	2 00
	—————
	\$227 92

Quincy School:

Bailey & Newcomb, sundries	\$ 6 55
Red Cross Chemical Co., disinfectant	60
P. Starr, carting ashes	6 00
O. Verney, setting glass.....	40
Estate of Charles Russell, sundries..	50
M. Keelan & Son, cleaning and painting furnace	3 50
O. Verney, janitor	185 00
Jordan, Marsh & Co., toweling	2 00
E. E. Babb & Co., sundries	1 00
	—————
	\$205 55

Dexter School:

John Bell, carting ashes	\$ 5 25
T. P. Shine, cleaning vault.....	4 00
Estate of Charles Russell, sundries..	43
M. Keelan & Son, cleaning and paint-	
ing furnace	1 75
W. F. Delaney, cleaning yard	3 00
William F. Delaney, janitor	71 88
Frank Neas, janitor	4 17
C. Henry Chase, care of fires.....	2 00

	\$92 48

Riverdale School:

William Newberry, cleaning vault,	
carting ashes, etc.....	\$ 8 00
M. Keelan & Son, cleaning and	
painting furnace	1 75
Estate of Charles Russell, sundries..	2 43
William Newberry, janitor	60 00

	\$72 18

Endicott School:

S. F. Alden, cleaning vault.....	\$ 4 00
C. Russell, repairing and cleaning	
furnace, etc.....	3 05
Samuel F. Alden, janitor.....	60 00

	\$67 05

Office :

Jordan, Marsh & Co., flags.....	\$41 45
Fisher & Ellis, sundries	5 95
Kenney Bros. & Wolkins, mats....	25 20

	\$72 60

Old High School:

P. Riley, labor on yard	\$5 00
John Bell, carting leaves	1 75

	\$6 75
Total	_____
	\$2,921 63

LIGHTING.**High School:**

Dedham & H. P. Gas and Electric	
Light Co.....	\$ 8 68
Dedham Electric Co.	11 73
	<hr/>
	\$20 41

Ames School:

Dedham & H. P. Gas and Electric	
Light Co.....	\$ 1 09
Dedham Electric Co.	33 72
	<hr/>
	\$34 81

Avery School:

Dedham & H. P. Gas and Electric	
Light Co.	\$ 5 42
Dedham Electric Co.	59 94
	<hr/>
Total	\$120 58

SCHOOL BOOKS.

Ginn & Co.	\$254 03
Morse Co.	25 91
Silver, Burdett & Co.	127 26
Damrell & Upham	3 00
T. H. Castor & Co.	34 36
E. E. Babb & Co.	159 79
Henry Holt & Co.	39 55
Allyn & Bacon	87 13
D. Appleton & Co.	2 24
American Book Co.	310 78
De Wolfe, Fiske & Co.	14 36
Boston School Supply Co.	47 34

Maynard, Merrill & Co.	47 66
D. C. Heath & Co.	33 44
O. Ditson & Co.	38 44
Globe School Book Co.	1 90
Houghton, Mifflin & Co.	31 80
B. H. Sanborn	5 63
Thompson, Brown & Co.	35 00
Lothrop Publishing Co.	13 00
Willard Small	9 08
Thomas R. Shewell & Co.	27 20
C. P. Sinnott.....	4 80
Rand, McNally & Co.	6 00
	<hr/>
	\$1,359 70

SUPPLIES FOR USE IN THE SCHOOL ROOMS.

Dedham News Agency	\$ 59 35
Carter, Rice & Co.	108 77
Frost & Adams	4 40
S. Ward & Co.	229 86
Harvard Co-operative Society	2 22
E. E. Babb & Co.	166 40
J. L. Hammett Company.....	68 17
Eagle Pencil Company	58 67
George S. Perry Co.	107 08
Perry Pictures Company	26 62
Keystone View Company	35 00
P. P. Caproni & Bro.	6 37
Harvard University	6 00
Bunkio Matsuki	14 00
Atkinson & Mentzer	20 30
J. Adam Geischecker	1 75
Holden Patent Book Cover Co.	25 87
Wadsworth, Howland & Co.	27 43
Kenney Bros. & Wolkins.....	40 70

W. N. Dranga	8 74
Mary F. Nowell	2 76
Jordan, Marsh & Co.	14 35
Celia N. Burrill	70
W. F. Howe	8 71
Hammett School Supply Co.....	9 77
F. W. Swan	4 04
Library Bureau	22 68
	<hr/>
	\$1,080 71
Total.....	<hr/> \$2,440 41

Books and supplies to the value of \$400 were on hand February 1, 1902, at the office.

LIBRARIES.

High School:

De Wolfe, Fiske & Co.	\$64 34
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Ames School:

De Wolfe, Fiske & Co.	37 00
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Avery School:

De Wolfe, Fiske & Co.	35 80
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Oakdale School:

De Wolfe, Fiske & Co.	18 59
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Quincy School:

De Wolfe, Fiske & Co.	4 50
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Office:

De Wolfe, Fiske & Co.	2 34
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	\$162 57
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LABORATORIES.

High School:

William Hurley	\$ 5 65
L. E. Knott Apparatus Co.....	99 76
H. L. Wardle	2 68
Carter, Carter & Meigs	15 43
	<hr/>
	\$123 52

Avery School:

L. E. Knott Apparatus Co.....	\$32 29
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Oakdale School:

L. E. Knott Apparatus Co.....	\$3 00
	<hr/>
	\$158 91

FURNITURE.

High School:

R. H. White & Co., curtains.....	\$ 10 20
Rand, McNally & Co., maps	24 00
C. E. Lewis, labor on chairs, desks, shelves, tables, etc.....	4 28
Smith-Premier Typewriter Co., type- writer	70 00
Typewriter Exchange, typewriters..	119 00
	<hr/>
	\$227 48

Ames School:

G. S. Perry & Co., table, desk, black- board, chair, mat, etc.....	\$51 25
E. E. Babb & Co., slate blackboard..	21 78
C. E. Lewis, changing castings, put- ting up shelves, blackboard, etc....	29 92

George S. Gardner & Co., season apparatus	32 25
Kenney Bros. & Wolkins, globe	5 00
Chandler Adjustable Chair and Desk Works, castings	55 63
	—
	\$195 83

Avery School:

J. L. Hammett, duplicator	\$ 3 90
G. S. Perry & Co., kindergarten chairs, desks, ink-wells.....	66 20
Jordan, Marsh Company, curtains, rug	25 04
C. E. Lewis, changing castings, putting up shelves, hooks	9 63
G. S. Gardner & Co., season apparatus	32 25
John F. Guild, picture framing.....	8 50
E. E. Babb & Co., globe	5 50
S. M. Wales, labor on desks	20 00
Kenney Bros. & Wolkins, globe....	5 00
Chandler Adjustable Chair and Desk Works, castings	55 62
	—
	\$231 64

Oakdale School:

J. L. Hammett Co., maps.....	\$10 50
Rand, McNally & Co., maps, globe..	22 90
Children's Aid Society, fire extinguisher	5 00
C. E. Lewis, putting down desks, castings, etc.....	17 67
N. E. Winslow, carting furniture....	3 00
Kenney Bros. & Wolkins, globe....	5 00
Chandler Adjustable Chair and Desk Works, desks and castings.....	59 25
	—
	\$123 32

Quincy School:

C. E. Lewis, putting up shelves, etc..	\$ 3 47
M. A. Collins, curtains	74
Kenney Bros. & Wolkins, chairs....	16 50
	<hr/>
	\$20 71

Dexter School:

C. E. Lewis, changing castings, etc..	\$1 25
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Endicott School:

C. E. Lewis, changing castings.....	\$1 40
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Office:

Library Bureau, pamphlet cases..	\$4 32
Total	<hr/> \$805 95

GENERAL REPAIRS AND GRADING.**High School:**

M. Keelan & Son, repairing pipes..	\$ 12 85
O. C. Faust, tuning piano.....	2 00
E. J. Winn, repairs	11 07
A. E. Warren, putting electric lights in drawing room	21 50
H. E. Marden, repairs	19 75
Blodgett Bros., repairs on clock....	7 65
H. A. Phipps, tinting walls, etc....	212 00
Curtis & Pope Lumber Co., lumber..	1 76
C. E. Lewis, repairing maps, labor on staging, curtains, tables, doors, etc.	35 71
H. F. Beal, rebinding books.....	45 35
	<hr/>
	\$369 64

Ames School:

M. Keelan & Son, repairing valves..	\$ 7 13
T. F. Leonard, bronzing pipes	3 53
O. C. Faust, tuning pianos.....	6 00
A. L. McDonald, repairing wheel-barrow	1 00
E. J. Winn, putting in copper conductor and repairing, putting in radiator in kindergarten	128 80
A. E. Warren, electric lights, care of clocks, gongs, bells, etc.....	24 58
A. E. Marden, repairs.....	31 79
Curtis & Pope Lumber Co., lumber..	13 33
O. T. Clisby, painting castings.....	24 80
John F. Shine, grading	77 00
John Close, labor on yard.....	2 00
C. E. Lewis, putting in window cord, repairing windows, shelves, tables, etc	43 44
C. F. Ivers, tuning piano in kindergarten	2 50
H. F. Beal, rebinding books	20 95
	—————
	\$386 85

Avery School:

O. C. Faust, tuning piano.....	\$ 2 00
E. J. Winn, repairing steam pipes, bowls, etc.....	32 77
H. R. Alexander, tinting walls.....	85 50
A. E. Warren, repairing switches, moving gong, taking down chandeliers	21 60
H. H. Stevens, putting on and taking off storm porches.....	6 00
John McKeon, labor on yard.....	3 00
O. W. Withington, new storm windows, putting on and taking off storm windows	39 62

Curtis & Pope Lumber Co., lumber	1 10
G. A. Guild, repairing clock.....	1 00
Braman, Dow & Co., repairs.....	2 90
John H. Harris, repairs.....	3 85
O. T. Clisby, painting building, storm windows, shellac, varnish, etc....	202 60
C. F. Ivers, tuning and repairing pianos	4 50
H. F. Beal, rebinding books.....	83 42
C. E. Lewis, repairing doors, making and laying walk and locks, taking up walk, building tables for exhibition, making fence, etc.....	37 33
William S. Park, cleaning clock....	1 00
Readville Construction Co., wiring from street	37 00

	\$565 19

Oakdale School:

E. J. Winn, repairs	\$ 6 21
A. E. Warren, repairing gong and bells	4 00
J. F. Sumner, repairing clock.....	2 00
C. E. Lewis, repairing clock, table, windows, making walk.....	16 77
S. M. Wales, repairs	8 19
H. F. Beal, rebinding books.....	24 90

	\$62 07

Quincy School:

M. Keelan & Son, repairing conductors, etc.....	\$45 36
H. H. Stevens, repairing clapboards, gutters, blinds, new storm windows, etc.....	76 45
Curtis & Pope Lumber Co., lumber..	1 49
W. B. Gould, whitewashing.....	8 45

C. Regan, painting building, flag pole	88 20
S. Wales, repairs	81
W. S. Park, cleaning clock.....	1 00
C. E. Lewis, repairing table, windows, gutters, locks, etc.....	23 38
H. F. Beal, rebinding books	14 20

	\$259 34

Dexter School:

M. Keelan & Son, waste heat radia- tor, new grate, etc.....	\$ 50 94
H. E. Marden, shingling, etc.....	112 20
C. E. Lewis, repairing locks, win- dows, laying floor, etc.....	22 02
H. F. Beal, rebinding books.....	2 30

	\$187 46

Riverdale School:

M. Keelan & Son, cleaning and painting furnace, new grate.....	\$ 5 80
H. E. Marden, shingling.....	115 00
Amasa Alden, painting blackboards	9 45
C. E. Lewis, repairing locks, setting glass, flag rope, etc.....	7 24
H. F. Beal, rebinding books.....	3 05

	\$140 54

Endicott School:

M. Keelan & Son, labor on pipe....	\$ 75
T. F. Leonard, painting.....	47 00
H. E. Marden, repairs.....	8 60
Curtis & Pope Lumber Co., lumber	3 10
W. A. Fales, laying pipe to cesspool..	5 60
Highway Department, grading	12 30
C. E. Lewis, repairing floor, coal bin, taking up platform	8 26
H. F. Beal, rebinding books.....	1 80

	\$87 41

Old High School:

W. A. Fales, pointing.....	\$ 2 25
C. E. Lewis, repairing fence, etc....	10 23
	<hr/>
	\$12 48

Office:

Chris Maas, repairing chairs.....	\$ 4 00
H. E. Marden, repairs	7 00
H. F. Beal, rebinding books	35 36
	<hr/>
	\$46 36

Memorial Hall:

O. C. Faust, tuning piano	\$2 00
	<hr/>
Total.....	\$2,119 34

SLOYD.

William W. Locke, salary.....	\$400 00
Chandler & Barber, supplies.....	28 48
Curtis & Pope Lumber Co., lumber...	116 06
	<hr/>
	\$544 54

SEWING.

Mary A. McClearn, salary	\$295 50
Jordan, Marsh & Co., supplies.....	37 60
	<hr/>
Total	\$333 10
	<hr/>
	\$877 64

CONTINGENT.

Parker's Express	\$43 09
Gallagher's Express	50 40
Jordan, Marsh & Co., material for decorating	26 75
W. F. Howe, sundries	5 28
New York & Boston Calcium Light Co., gas	10 85

John W. Pratt, vaccinating	\$ 2 00
J. E. Smith, coal tickets.....	50
H. C. Derby, stamps.....	4 85
C. G. Wheeler, printing.....	45 50
Smith-Premier Typewriter Co., ribbon	75
John F. Reilly, printing	9 50
F. W. Swan, paid for carting library books	19 00
R. W. Hine, telegrams, traveling ex- penses, etc.....	33 96
Chas. H. Riley, postage	28 32
John H. Thurston, gas.....	1 50
F. P. Drew, services	2 00
Dollie L. Wales, car fares of pupils..	2 00
S. Ward & Co., typewriter supplies....	2 00
H. C. Kendall, writing diplomas.....	9 25
Town of Needham, tuition	9 00
Jas. S. Delaney, labor in hall for exhibi- tion	5 10
H. Burwell, use of Oakdale Hall for exhibition	11 00
H. H. McQuillen, printing and adver- tising	59 00
A. Cassier, carting library books and supplies	17 37
High School Bulletin, advertising....	3 00
N. P. Adams, copying	2 00
New England Telephone & Telegraph Co.	4 64
P. H. McManus, truant officer and ser- vices at exhibitions.....	55 00
John Wardle, Jr., truant officer.....	50 00
G. W. Toomey, carriage hire for census and Memorial Day.....	9 00
E. W. Finn, vaccinating	8 00
Marshall Wentworth, expenses	1 20
E. J. Higgins, sundries	9 23

Town of Dedham, use of hall.....	\$ 5 00
Thorp & Martin, typewriter supplies..	12 35
J. Warren White, carriage hire.....	5 50
Mason & Hamlin, reed for organ.....	25
George F. Joyce, Jr., sundries.....	9 35
George H. McManus, services at exhibition	1 00
R. W. Hine, cash paid for cleaning at Endicott	80
R. W. Hine, cash paid Jas. Finley for taking up walk at Avery.....	3 00
R. W. Hine, cash paid John Keenan, labor at office	2 00
R. W. Hine, cash paid George Keenan, labor at office	1 40
R. W. Hine, cash paid R. Haggett, labor at office	75
	—————
	\$582 44

TRANSPORTATION OF SCHOOL CHILDREN.

John Scarry	\$ 3 00
H. L. Gehling	75 80
Old Colony Street Railway Co.....	15 00
Norfolk Western Street Railway Co..	5 00
George W. Toomey.....	5 25
	—————
	\$104 05

AMOUNTS EXPENDED.

For salaries	\$31,611 42
fuel	2,018 90
care of buildings, grounds and janitors' supplies	2,921 63
lighting	120 58
text-books and school supplies ..	2,440 41
furniture	805 95

For laboratories	\$ 158 91
repairs and grading	2,119 34
sloyd and sewing	877 64
transportation	104 05
libraries	162 57
contingent expenses	582 44
	<hr/>
	\$43,928 84

HIGH SCHOOL ORCHESTRA.

John C. Haynes & Co., supplies.....	\$ 4 35
S. W. Cole, cash paid sundry persons, expenses and services	76 72
Grace Bullock, services	9 60
F. L. Chamberlain, services	5 60
A. J. Stephens, services.....	9 35
Hattie W. Gray, services.....	5 00
F. W. Swan, sundries	1 77
C. E. Lewis, making cabinet and plat- form	10 15
	<hr/>
	\$122 54

EXPENSES BY SCHOOLS.

High School:

Salaries	\$5,886 98
Fuel	506 51
Care of building, etc.....	587 35
Lighting	20 41
Books and supplies	690 50
Laboratory	123 52
Furniture	227 48
Repairs	369 64
Library	64 34
	<hr/>
	\$8,476 73

Ames School:

Salaries	\$8,273 89
Fuel	560 81
Care of building, etc.....	817 55
Lighting	34 81
Furniture	195 83
Books and supplies	668 06
Repairs	386 85
Library	37 00
	<hr/>
	\$10,971 80

Avery School:

Salaries	\$7,017 93
Fuel	392 27
Care of building, etc.....	772 20
Lighting	65 36
Books and supplies	600 62
Furniture	231 64
Laboratory	32 39
Repairs	565 19
Libraries	35 80
	<hr/>
	\$9,713 40

Oakdale School:

Salaries	\$2,760 55
Fuel	155 70
Care of building, etc.....	227 92
Laboratory	3 00
School books and supplies	259 93
Furniture	123 32
Repairs	62 07
Libraries	18 59
	<hr/>
	\$3,611 08 .

Quincy School:

Salaries	\$2,457 12
Fuel	201 79
Care of building, etc.....	205 55
School books and supplies.....	119 67
Furniture	20 71
Repairs	259 34
Library	4 50
	—————
	\$3,268 68

Dexter School:

Salaries	\$505 63
Fuel	65 79
Care of building, etc.....	92 48
School books and supplies .. .	25 42
Furniture	1 25
Repairs	187 46
	—————
	\$878 03

Riverdale School:

Salaries	\$500 00
Fuel	86 41
Care of building, etc.....	72 18
School books and supplies .. .	52 00
Repairs	140 54
	—————
	\$851 13

Endicott School:

Salaries	\$471 87
Fuel	49 62
Care of building, etc.....	67 05
School books and supplies.....	24 31
Furniture	1 40
Repairs	87 41
	—————
	\$701 68



REPORT
of the
SCHOOL COMMITTEE
of the
TOWN OF DEDHAM.

1902-1903.



26 Mar. 03

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF DEDHAM,

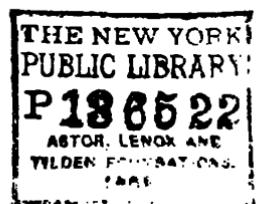
258TH YEAR, 1902-1903.



Schools established January 1, 1644-5.

DEDHAM:
DEDHAM TRANSCRIPT PRESS.
1903.





SCHOOL CALENDAR:

1903.

Winter term : January 5 to April 3.

Spring term : April 13 to June 26.

Fall term : September 8 to December 24.

Winter term will begin on January 4, 1904.

SCHOOL COMMITTEE.

JULIUS H. TUTTLE, *Chairman.*

Members :—

ANDREW H. HODGDON,	.	.	.	.	1900—1903
FREDERICK B. KINGSBURY,	.	.	.	.	1900—1903
PRESTON R. MANSFIELD,	.	.	.	.	1901—1904
JULIUS H. TUTTLE,	.	.	.	.	1901—1904
FRANCIS L. BABCOCK,	.	.	.	.	1902—1905
DON GLEASON HILL,	.	.	.	.	1902—1905

**RODERICK W. HINE, *Secretary, ex-officio,
and Superintendent of Schools.***

Committees :—

Text Books and Course of Study :

DR. HODGDON, MR. TUTTLE, MR. KINGSBURY, MR. HILL.

School Houses and Supplies :

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Finance, Accounts and Claims :

MR. TUTTLE, MR. HILL, MR. KINGSBURY.

Music and Drawing :

MR. TUTTLE,	DR. BABCOCK.
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Truancy and Evening Schools:

MR. KINGSBURY, MR. HILL.

Physical and Manual Training:

MR. TUTTLE, DR. HODGDON, DR. BABCOCK.

Sewing:

MR. TUTTLE, DR. BABCOCK.

High School:

MR. HILL, DR. HODGDON, MR. KINGSBURY, MR. TUTTLE.

Ames School:

DR. HODGDON, MR. TUTTLE, DR. BABCOCK,
MR. MANSFIELD, MR. HILL.

Avery School:

MR. TUTTLE, DR. BABCOCK, MR. KINGSBURY.

Oakdale School:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Quincy School:

DR. HODGDON, DR. BABCOCK, MR. MANSFIELD.

Dexter School:

MR. TUTTLE, DR. HODGDON.

Riverdale School:

MR. TUTTLE, MR. MANSFIELD.

Endicott School:

MR. KINGSBURY, MR. TUTTLE.

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

	<i>Principal.</i>
	<i>Assistant.</i>
George F. Joyce, Jr.	
Mabel G. Curtis	"
Marion J. Wendell	"
Christine T. Mansfield	"
Lilian G. Marr	"
Alice A. Todd	"
Mary F. Gould	"

AMES SCHOOL.

Herbert L. Rand		<i>Principal, 9th Grade.</i>
Ellen E. Barker		<i>Assistant 9th "</i>
Ruth B. Dame		<i>" 8th and 9th "</i>
Elizabeth G. Diman		<i>8th "</i>
Mary E. Mulkern		<i>7th "</i>
Florence C. Boynton		<i>6th and 7th "</i>
Bertha V. Cobb		<i>6th "</i>
Ethel Rinn		<i>5th "</i>
Mary V. Gilson		<i>4th "</i>
Jessie E. Burton		<i>3d "</i>
Bessie M. Pooler		<i>2d and 3d "</i>
Nellie M. Gay		<i>2d "</i>
Julia G. Kennedy		<i>1st "</i>
Maria F. Kingsbury		<i>1st "</i>
Mabel S. Fuller		<i>Kindergarten.</i>

AVERY SCHOOL.

William F. Howe		<i>Principal, 9th Grade.</i>
Marion F. Maddocks		<i>Assistant 9th "</i>
May H. Layman		<i>8th "</i>

Blanche G. Fuller	<i>7th</i>	"
Bessie J. Welch	<i>6th</i>	"
Julia P. Guild (<i>temporary</i>)	<i>5th</i>	"
Margaret R. Lynas	<i>4th</i>	"
Elizabeth E. Henderson	<i>3d</i>	"
Harriette B. Capron	<i>2d</i>	"
Laura C. Brooks	<i>1st</i>	"
Mabel G. Berry	<i>Kindergarten.</i>	
Celia N. Burrill	<i>Asst. Kindergarten and 1st Grade.</i>	

OAKDALE SCHOOL.

Annie E. Whittier	<i>Principal, 7th and 8th Grades.</i>	
Dollie L. Wales	<i>6th and 5th</i>	"
Edith A. Holton	<i>Assistant 5th</i>	"
Mary L. Hayes	<i>4th and 3d</i>	"
Ada M. Frost	<i>2nd and 1st</i>	"

QUINCY SCHOOL.

Mary E. Keelan	<i>Principal, 4th Grade.</i>	
Mary Hutchins	<i>3d</i>	"
Mary C. Hannon	<i>2d</i>	"
Jennie J. McManus	<i>1st</i>	"

DEXTER SCHOOL Alice J. Keelan.

RIVERDALE SCHOOL Louise R. Livermore.

ENDICOTT SCHOOL S. Elizabeth Smith.

MUSIC—Samuel W. Cole.

DRAWING—Wilhelmina N. Dranga.

Anna B. Morton, *Assistant.*

SLOYD—William W. Locke.

SEWING—Mary A. McClearn.

SUBSTITUTE TEACHER—Dorothy H. McManus.

SUPERINTENDENT—Roderick W. Hine.

REPORT OF THE SCHOOL COMMITTEE.**JANUARY 31, 1903.***To the inhabitants of the Town of Dedham:—*

THE School Committee have the honor to submit the following report for the year ending with date.

The organization of the Committee and the list of teachers are given on the preceding pages; while below will be found the various resignations, promotions and elections which have taken place since the last report.

Resignations, Etc.

With last day of Service.

High School.

MARSHALL WENTWORTH, 3d Assistant, March 27, 1902.
Elected Principal, Wareham High School.

Ames School.

MABEL R. COOMBS, Principal's Assistant, December 22, 1902.
Elected to similar position, Malden.

ELLEN E. BARKER, 5th Grade, December 24, 1902.
Transferred to 9th Grade.

FLORENCE F. KINNEY, 3d Grade, June 20, 1902.

JESSIE E. BURTON, 2d and 3d Grades, June 20, 1902.
Transferred to 3d Grade.

MAUD S. SPENCER, 2nd and 3d Grades. October 7, 1902.

MARY F. NOWELL, Kindergarten, June 20, 1902.

AGNES R. HINMAN, Kindergarten, December 24, 1902.

Avery School.

MARION H. GARFIELD , 7th Grade,	June 20, 1902.
ISABEL E. CLARK , 6th Grade,	June 20, 1902.
BLANCHE G. FULLER , Assistant 6th Grade, Transferred to 7th Grade.	June 20, 1902.
JENNIE A. ORENDOFF , 5th Grade, Elected to 7th Grade, Newton.	February 6, 1903.
NELLIE G. KELLEY , 2d Grade, Elected to 1st Grade, Boston.	March 27, 1902.
MIRIAM F. BABBITT , 1st Grade, Elected to same Grade, Newton.	June 20, 1902.

Oakdale School

SUSAN J. PENNELL, Temp. Assistant, 1st Grade, June 20, 1902.

Riverdale School.

FLORENCE K. ALEXANDER, March 27, 1902.
Elected to 1st Grade, Boston.

Endicott School.

FLORENCE R. ABBOTT, given leave of absence without pay,
June 20, 1902.

Elections.

With first day of Service.

High School.

MARY F. GOULD, 6th Assistant, April 28, 1902.
Graduate of Radcliffe College.

Ames School.

ELLEN E. BARKER, Principals' Assistant, January 5, 1903.
Transferred from 5th Grade.

RUTH B. DAME, Temp. Assistant, 9th and 8th Grades,
January 12, 1903.
Graduate of Tufts College.

ETHEL RINN, 5th Grade, February 9, 1903.
 Graduate of Hyannis Normal School.

JESSIE E. BURTON, 3d Grade, September 8, 1902.
 Transferred from 2d and 3rd Grades.

MAUD S. SPENCER, 2d and 3d Grades, September 29, 1902.
 Graduate of North Adams Normal School.

BESSIE N. POOLER, 2d and 3d Grades, December 1, 1902.
 Graduate of Framingham Normal School.

MABEL S. FULLER, Principal of Kindergarten, September 8, 1902.
 Graduate of Miss Wheelock's Normal School.

Avery School.

BLANCHE G. FULLER, 6th Grade, Assistant, April 21, 1902.
 and 7th Grade, September 8, 1902.
 Graduate of Bridgewater Normal School.

BESSIE J. WELCH, 6th Grade, September 8, 1902.
 Graduate of Framingham Normal School.

JULIA P. GUILD, Temp. Teacher, 5th Grade, February 2, 1903.

HARRIETTE B. CAPRON, 2d Grade, April 7, 1902.
 Graduate of North Adams Normal School.

LAURA C. BROOKS, 1st Grade, September 8, 1902.
 Graduate of Salem Normal School.

Oakdale School.

EDITH A. HOLTON, new 5th Grade, September 8, 1902.
 Graduate of Bridgewater Normal School.

Riverdale School.

LOUISE R. LIVERMORE, September 8, 1902.
 Graduate of Framingham Normal School.

Endicott School.

S. ELIZABETH SMITH, September 8, 1902.
 Graduate of Westfield Normal School.

Of the teachers mentioned in the preceding list, several have resigned to be elected elsewhere to positions having maximum salaries slightly higher than ours. Our schools can ill afford to lose the valuable services of these teachers, or to stand the strain of so many changes. With this in mind your Committee desire to make a slight increase in the maximum salaries; and the amount necessary for the purpose is included in the estimates at the end of this report.

Notwithstanding many changes, the usual work of the schools has been carried on with a good degree of success; and the Committee again find it a pleasure to express their appreciation of the valuable services of their Superintendent of Schools, whose efforts are ever to bring about the best results. They are fully alive also to the earnest and devoted work of the teachers. Their position is not an easy one, and the finest and strongest qualities are needed to make satisfactory progress.

The Kindergartens are now in their fifth year. In September, a kindergarten will be opened in the new Oakdale schoolhouse, in the room reserved for it. It is estimated that there are about forty children in the Oakdale district who may attend.

In the High School, the first class in Stenography, to complete the two years' course, will graduate in June. The general interest in the study and the satisfactory progress made, both encourage the Committee to feel that the right step has been taken.

As usual, books have been added to the school libraries. The Slafter Reference Library, in the High School, now numbers about one thousand volumes

and is in constant use. The other school libraries are found to be of great service. Interesting details in regard to the schools will be found in the reports which follow.

In making the estimates for the year, the Committee find that it will be necessary to increase the School Appropriation for the following purposes, beside the amount needed to increase teachers' salaries:—

<i>Salaries</i> —New 5th Grade, Oakdale School	-	-	-	\$250
Kindergarten, Oakdale School	-	-	-	300
Assistant, 8th and 9th Grades, Ames School	-	-	-	400
New 4th Grade, next September, "	"	"	-	250
Additional teacher for large entering class in September, High School	-	-	-	300
<i>Care</i> —Janitor, whole time, Oakdale School	-	-	-	500
<i>Fuel</i> —For Oakdale School	-	-	-	600

ESTIMATES FOR 1903-04.

Salaries of Teachers and Superintendent	-	-	-	\$35,500
Care of schoolhouses, grounds and janitors' supplies	-	-	-	3,300
General repairs and grading of school grounds	-	-	-	2,000
Fuel	-	-	-	3,000
Lighting	-	-	-	100
School books and school supplies	-	-	-	2,500
Furniture	-	-	-	400
Laboratories	-	-	-	200
Manual Training and Sewing	-	-	-	900
High School Orchestra	-	-	-	100
				<hr/>
				\$48,000

JULIUS H. TUTTLE,
Chairman.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham:—

I herewith submit my tenth annual report.

SCHOOL ACCOMMODATIONS.

Ames Schorl. The average number of pupils belonging for the year was five hundred and eight.

February 1, 1903, the enrollment of the different rooms was as follows:—

Ninth grade	.	.	.	.	.	.	50
Eighth “	.	.	.	.	.	,	49
Seventh “	.	.	.	.	.	.	87
Sixth and seventh grades	.	.	.	.	.	.	81
Sixth grade	.	.	.	.	.	.	41
Fifth “	.	.	.	.	.	.	45
Fourth “	.	.	.	.	.	.	39
Third “	.	.	.	.	.	.	42
Second and third grades	.	.	.	.	.	.	43
Second grade	.	.	.	.	.	.	41
First (2) “	.	.	.	.	.	.	38
First (1) “	.	.	.	.	.	.	30
Kindergarten	.	.	.	.	.	.	25
Total	.	.	.	.	.	.	<hr/>506

The average attendance and the average number belonging have been diminished at least twenty-five by the epidemic of scarlet fever mentioned in another place.

On account of the size of the eighth and ninth grades an extra assistant has been employed since January 1. In September 1903 more than sixty scholars will be enrolled in the fourth grade, and some provision must be made for them.

Oakdale. The average number of scholars for the year was one hundred and seventy-one.

The whole number of pupils now attending this school is as follows :—

Seventh and eighth grades	38
Fifth and sixth grades	34
Fifth grade	24
Third and fourth grades	34
First and second "	49
Total	179

To accommodate a section of the fifth grade, a room was opened in Oakdale Hall at the beginning of the school year. It will not be necessary to send the eighth grade, now numbering seventeen, to the Avery in September, as the new building will then be finished and ready for occupancy. There are now more than forty children of kindergarten age in the district and a kindergarten should be organized. Including the kindergarten and ninth grade, at least two hundred and thirty pupils will be enrolled in this school September 1, 1903.

Avery and Quincy. The attendance in these schools remains about the same as last year.

TEACHERS.

In January, 1903, there were in the service of the town as teachers :—

	Men.		Women.		Total.
High School.					
Principal	1	.	.	.	1
Other teachers	.	.	6	.	6
Grammar and Primary,					
Principals	2	.	2	.	4
Other teachers.					
Grade IX.	.	.	3		
" VIII.	.	.	2		
" VII.	.	.	2		
" VI-VII.	.	.	1		
" VI.	.	.	2		
" V-VI.	.	.	1		
" V.	.	.	3		
" IV.	.	.	2		
" III-IV.	.	.	1		
" III.	.	.	3		
" II-III.	.	.	1		
" II.	.	.	3		
" I-II.	.	.	1		
" I.	.	.	4		
" I-V.	.	.	8	.	82
Kindergartens.					
Principals	.	.	2	.	2
Assistants	.	.	1	.	1
Total	.	.	.	.	46

Besides these there are five teachers who are employed part of the time. Eight teachers are graduates of a college, twenty-five of a normal school, and three of a training school for kindergartners.

AGES OF CHILDREN BY GRADES.

The table on the following page gives by grades the ages of pupils enrolled January 1, 1903.

	Age, Sept. 1, 1902.	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals.
Kindergarten		32	44	3	...	...	...	...	...	...	...	...	...	...	...	...	...	79
Grade I.	...	16	119	44	10	4	1	2	...	2	...	...	...	...	...	...	...	198
" II.	...	1	81	48	27	6	4	1	8	...	...	...	...	...	...	...	...	171
" III.	...	3	64	60	22	9	5	1	3	...	...	...	...	...	...	...	...	167
" IV.	...	2	37	32	27	13	6	3	...	...	...	...	...	...	...	...	...	120
" V.	...	7	59	41	16	12	2	1	...	...	...	...	...	...	...	...	...	138
" VI.	...	6	43	29	26	9	4	...	...	...	...	...	...	...	...	...	...	117
" VII.	...	1	11	35	32	23	7	1	...	...	...	...	...	...	...	...	...	110
" VIII.	20	32	33	13	6	3	...	...	...	...	...	...	...	107	
" IX.	1	15	27	32	17	5	1	...	...	...	...	...	...	88	
" X.	2	13	34	15	8	1	1	...	...	...	...	...	...	69	
" XI.	1	7	13	13	4	...	...	...	...	...	...	...	38	
" XII.	1	11	11	14	2	1	...	...	...	40	
" XIII.	1	2	9	17	4	2	...	...	...	35	
Totals Jan. 1, 1903.		32	60	123	128	124	135	127	137	120	130	122	106	65	35	33	7	3	1487

Average age. The average age of the pupils in each grade September 1, 1902 was:

	Kindergarten	4 years	2 months
First grade	5	" 10	"
Second "	7	" 0	"
Third "	8	" 2	"
Fourth "	9	" 9	"
Fifth "	10	" 4	"
Sixth "	11	" 4	"
Seventh "	12	" 3	"
Eighth "	13	" 1	"
Ninth "	14	" 1	"
Tenth "	14	" 7	"
Eleventh grade	15	" 5	"
Twelfth "	16	" 5	"
Thirteenth -	17	" 1	"

ENROLLMENT.

The following table shows the number of pupils enrolled since 1892.

June,	'92	'93	'94	'95	'96	'97	'98	'99	1900	'01	'02	'03	Jan. 1.
Grade 2	132	125	130	123	127	126	128	123	148	142	133	171	
" 3	109	117	117	106	121	125	126	120	127	156	120	167	
" 4	118	111	105	122	127	135	136	119	138	137	155	120	
" 5	115	112	107	101	116	131	104	121	110	118	112	138	
" 6	99	112	101	94	100	118	108	96	133	119	121	117	
" 7	73	92	85	80	81	91	89	79	95	104	118	110	
" 8	50	52	70	73	86	92	87	87	87	92	105	107	
" 9	55	59	59	65	67	81	77	80	81	80	84	98	
" 10	26	31	53	48	47	57	77	54	58	48	50	69	
" 11	18	15	26	41	41	41	52	45	38	43	38	38	
" 12	20	13	7	28	35	27	32	36	40	36	39	40	
" 13	18	13	10	6	20	30	84	26	34	38	35	35	
Pupils in High,													
Jan. 1,	91	85	91	116	135	157	185	169	183	171	179	182	

In eleven years the school population of Dedham has increased 7.5 per cent.

The increase in the higher grades is as follows:—

High,	from	91	to	182,	100	per cent.
Ninth grade,	"	55	"	98,	78	" "
Eighth "	"	50	"	107,	114	" "
Seventh "	"	73	"	110,	50	" "
Sixth "	"	99	"	117,	19	" "

TEACHERS' SALARIES.

Nine teachers have resigned since September, 1901, to accept positions with increased salaries and others will leave during the present school year unless means are taken to prevent them. This depletion can be stopped by raising the salaries of the teachers of the primary and grammar grades.

In the last report of the State Board of Education, Mr. John T. Prince, agent of the Board, referring to the schools of Dedham said:—

"To-day I doubt if the proportion of excellent teachers is greater anywhere than it is in this town. So confident was I of this fact that a short time ago I took two persons there to visit schools. One was a teacher from England who was expecting to report upon some features of our schools, and the other was a distinguished professor of education from another state. The united opinion of these visitors was quite in accord with my own judgment of the merits of the work seen."

Without exception teachers who have been employed recently have been noted in the normal schools for scholarship and have proved before coming to Dedham their ability to teach and manage. Every

year adds to the value of a growing teacher. Our schools need the riper scholarship and broader knowledge which come from years of successful experience.

HIGH SCHOOL.

The number enrolled in the High school February 1, 1903, was one hundred and eighty-four, as compared with one hundred and seventy-one February 1, 1902. The class which graduated in June, 1902, numbered thirty-five, and of these seventeen entered higher institutions. Of the ninety-five pupils who will graduate from the ninth grade in June, probably eighty will enter the High school in September, and another teacher will be necessary.

Since September six members only have withdrawn from the school as compared with twelve during the corresponding period in 1901-2 and twenty-one in 1900-1. I am confident that the extension of the business course, including stenography and type-writing, and the system of elective studies have influenced pupils to remain longer in school. A secondary education is not reserved for the few brightest minds and for those preparing for college. The High school furnishes practically all who graduate from the grammar schools with the best education the town can afford. Dedham alone cannot maintain a manual-training high school, but some system of technical schools supported by the State or by a number of adjoining towns seems practicable.

PRIMARY AND GRAMMAR GRADES.

Ninth grade. Algebra has been added to the list of optional studies in the ninth grade. As the same

students generally elect both Latin and algebra, one division of this grade is pursuing the studies formerly held to be suited to the first year in the High school. At the end of the eighth year parents must decide whether their children shall enter at once upon the high school course or continue for another year the usual grammar school studies. Parents and pupils have relied upon the judgment of the teachers, and with few exceptions the courses elected have been judicious. This arrangement introduces a five years' high school course for college preparatory students in accordance with the reiterated recommendations of your Superintendent, and practically reduces for one half of the class the number of grades below the High school from nine to eight. With the kindergarten and sub-primary classes all pupils should complete the elementary course in eight years.

Primary grades. In order to provide proper instruction for the dull children and for those who enter school in January and April sub-primary classes have been organized in the larger buildings. Children are admitted to the kindergarten at three and one half years of age, and are promoted to the sub-primary and first grades whenever their requirements will permit. As the classes are small the teachers can give individual instruction to the backward children.

KINDERGARTENS.

The number attending the kindergartens during the year was as follows:—

	Number belonging.	Daily attendance.
Ames	86	28
Avery	45	35
	81	63

The attendance in the Ames kindergarten has been diminished by the epidemic of scarlet fever.

Additional rooms have been finished in the Ames and Avery buildings for the accommodation of the assistants, as it was found practically impossible to properly conduct two classes, each numbering more than twenty, in the same room. The assistants have charge of divisions of the primary grades in the afternoon.

CONTAGIOUS DISEASES.

For the first time in many years the attendance and progress of the schools have been seriously disturbed by an epidemic of scarlet fever. The cases have been mild, and the services of a physician have not always been necessary. All are promptly reported to the School Committee by the Board of Health, or by the attending physician. Children who have been exposed in any manner are promptly excluded from school, and are not allowed to return without a certificate from the attending physician stating that the house has been fumigated and that all possible danger of contagion has passed. The greatest care has also been taken to prevent the transmission of the disease in school. Individual pens, pencils and books are used. Pupils are not allowed to use common drinking cups or towels. Whenever two cases have appeared in a class, the room has been fumigated and all books and material that could possibly carry the germs have been destroyed.

STAMP SAVINGS SYSTEM.

It is a pleasure to call attention to the services of Miss Margaret Warren and Miss Emily Ames in or-

ganizing the stamp savings system in the Avery and Quincy schools. For several years they have visited these schools weekly to receive the savings of the children. Stamps representing the value of each deposit are sold and are pasted on cards. As soon as the sum amounts to three dollars, it is deposited in a savings bank and a book is issued to the child. All of the book-keeping necessitated by this system has been done by Miss Warren and Miss Ames. During the year ending June, 1902, \$234.32 was collected in the Avery school from two hundred and five children, and \$96.73 from the Quincy school from eighty-two children.

DRAWING.

High School. Drawing is now an elective study in the junior and senior classes in the High school. The following synopsis of the work is taken from the report of Miss Dranga, the supervisor of drawing:—

Fourth Class.

Freehand—Nature work, object and pose drawing.
 Composition.
 Working drawing.
 Design, structural and decorative.

Third Class.

Freehand—Nature, object and pose drawing.
 Composition.
 Design, structural and decorative.
 History of Art.

Mechanical—Geometrical drawing, pencil and ink.

Working drawing, freehand and instrumental.
 Rendering, pen and ink.
 Design.

Junior Class.**Freehand**—Subjects as above, advancing in difficulty.**Mechanical**—Working drawing.

Sections, inter-sections and tinting.

Developments.

Design.

Senior Class.**Freehand**—Nature, cast and pose drawing.

Composition.

Design.

History of Art.

Mechanical—Machine drawing.

Isometric drawing.

Orthographic projection.

Simple architectural plans.

Design.

SLOYD.

The course in woodwork and mechanical drawing has been continued. The grades, number of pupils and time per week are as follows:—

	Grade.	Time per week.	Number of pupils.
High.		135 minutes.	7
Ames.	8	75 "	24
	7	75 "	26
Avery.	9	60 "	18
	8	75 "	16
	7	75 "	14
Oakdale.	8	60 "	9
	7	60 "	13
			<hr/> 127

SEWING.

The number of girls receiving instruction in sewing is as follows:—

Ames.	Grade.	Time per week.	Number of pupils.
	4	45 minutes.	20
	5	90 "	27
	6	60 "	29
	7	75 "	26
	8	75 "	25
Avery.	5	45 "	28
	6	60 "	28
	7	60 "	20
Oakdale.	6	60 "	13
	7	60 "	8
	8	60 "	9
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PUBLIC LIBRARY.

The distribution of books from the Public Library to the schools was begun in 1893. The following table gives the total circulation of the Library and the number of volumes sent to the schools for the years 1894-1903:—

1894,	issued, 21,314,	distributed to the schools, 2,000
1895,	" 27,092,	" " " 5,000
1896,	" 27,092,	" " " 8,026
1897,	" 27,764,	" " " 8,607
1898,	" 27,868,	" " " 8,825
1899,	" 29,318,	" " " 9,000
1900,	" 33,133,	" " " 9,885
1901,	" 34,325,	" " " 10,551
1902,	" 37,125,	" " " 11,585
1903,	" 39,122,	" " " 11,438

The one hundred dollars appropriated by the town for the Avery School Reading Room has been expended in the purchase of the following books :

TITLE.	AUTHOR.
Our Great West	Ralph
Arctic Explorations, 2 vols.	Kane
Exploration of the World	Verne
Sultan to Sultan	French-Sheldon
Italian Life in Town and Country	Villari
Swiss Life in Town and Country	Story
Spanish Life in Town and Country	Higgin
Ancient History	West
Story of Athens	Butler
Story of Rome	Gilman
Indian Boyhood	Eastman
History of Our Country, 8 vols.	Ellis
Private Soldier under Washington	Bolton
Life at West Point	Hancock
Daniel Webster	McMaster
Father Marquette	Thwaites
Daniel Boone	"
New France and New England	Fiske
True History of the American Revolution	Fisher
Teaching of History and Civics	Bourne
Short History of Germany, 2 vols.	Henderson
Book of Humorous Poetry	Knowles
Snow Baby	Peary
Just So Stories	Kipling
Boys' Book of Inventions	Baker
Earth's Beginnings	Ball
Animals Before Man in N. A.	Lucas
School of the Woods	Long
Defective Eyesight	Roosa
Children's Diet in Home and School	Hogan
Diseases of Infancy and Childhood	Holt
Loyalists in the American Revolution	Van Tyne
Land of the Long Night	Du Chaillu
King Mombo	"
World of the Great Forest	"
Through Hidden Shensi	Nichols

In the Lena Delta	Melville
Across Coveted Lands, 2 vols.	Landor
In the Forbidden Land, 2 vols.	"
Village Life in China	Smith
Mastery of the Pacific	Colquoun
Cuba and Porto Rico	Hill
Japanese Girls and Women	Bacon
All the Russias	Norman
Through the Dark Continent, 2 vols.	Stanley
The Congo, 2 vols.	"
How I Found Livingstone	"
Land of the Pygmies	Burrows
Through Equatorial Africa	Wissmann
Boy Travelers in Great Britain and Ireland	Knox
South America	Butterworth
Over the Andes	Crommelin
Among the Cannibals	Lumholtz
Some Strange Corners of Our Country	Lummis
On Snow-shoes to the Barren Grounds	Whitney
Knocking Around the Rockies	Ingersoll
The Art of Building	Waterhouse
Animal Life	Lindsay
Primitive Man	Clodd
Life in the Sea	Hickson
The Cotton Plant	Wilkinson

REPORTS AND STATISTICS.

In the following pages will be found the usual reports and statistics.

RODERICK W. HINE,
Superintendent of Schools.

HIGH SCHOOL.

EARLY in the spring of 1902, Mr. Wentworth, who had had for several years charge of the work in physics, chemistry, and algebra, resigned his position to accept the principalship of the High school of Wareham. He had been extremely faithful in his duties both as a teacher and as a citizen. Miss Mary F. Gould, a graduate of Radcliffe, class of 1900, was elected by the Committee to fill the vacancy caused by Mr. Wentworth's resignation, and has shown herself very earnest in her work.

In October 1901, the Chandler system of stenography and typewriting was introduced into the school. The course provided for two years, being arranged to accompany other studies usually taught in high schools. The first class therefore will graduate in June next, and it is believed that they will, at that time, show excellent results. In nearly all high schools at present, provision has been made for these subjects, and it is felt that we are answering a popular demand in providing a course in Dedham. There are twenty-six pupils taking the course at present.

Book-keeping is also attracting more attention than for some years past. Partly, it seems, because the facilities for its study in the way of practical books and forms, have greatly increased. This year we have placed in our building tables and desks, giving pupils very complete individual equipment for taking charge of a set of books. There is good interest manifested by the thirty-four pupils who are studying the subject.

At a comparatively small expense a new room has been finished and attractively furnished where the teachers may meet the pupils individually for consultation and advice. Such a reception room has long been needed, and is now greatly appreciated.

To our already interesting collection of pictures we have added recently some foreign photographs. Thirty of these have been framed and placed in such a position that they may be moved from one room to another in order that the pupils may become familiar with them. In addition to these, the class of 1902 presented the school with three very effective casts, Victory Untying Her Sandals, Singing Boys, and Milton's Shield.

More than in any preceding year an effort has been made to touch the pupils along the line of matters of daily interest to young people. With this end in view a great many suggestions for simple Christmas gifts were made and placed upon the walls and on tables where scholars could inspect them and imitate them if they chose. The Dennison Tag Company of Boston were unusually courteous in the way of helping us and furnishing material. Indeed it was very instructive to notice the keen interest which the pupils showed in the matter of making flowers, candle shades, and passe part out frames.

From the numbers of the present ninth grade, it is probable that next year's entering class will contain eighty pupils. If this be true it will be necessary to employ one teacher in addition to the present number. It would be, furthermore, of great benefit to have the services of the new teacher in order to reduce the size of some of our large sections. I trust, therefore, that with this prospective increase in the size of our school

it will seem possible for the committee to make provision for the extra assistant.

Never has the school been in a more prosperous condition. Our reference library is constantly gaining in numbers, our laboratories are better equipped each year, the interior of our building grows more attractive and homelike, and there is, I believe, a better and more loyal spirit manifested on the part of the pupils.

GEORGE F. JOYCE, JR.
Principal.

MUSIC.

The work of the High school and of the orchestra is progressing steadily and both will be heard in public before the end of the school year if circumstances continue favorable.

The object of teaching music in the public schools is threefold:—

1. To enable the largest possible number of children to participate correctly and tunefully in the singing. The popular idea has been that it is only the exceptional individual who has an "ear for music." The old fashioned singing school fostered this idea and if it had not been superseded by something far better would have made it practically true. Dr. Lowell Mason, more than sixty years ago, set in motion the machinery which has proved the old idea to be false by bringing almost ninety-nine of those who attend the Dedham public schools into active and intelligent participation in the music lesson. A small percentage of the children who come into school are unable to imitate correctly a single tone, and are therefore musically dumb. The public school can do for them what the home life, and often the kindergarten, have failed to do, viz: develop their sense of pitch.

2. It is the business of the public school to develop in children a love and taste for good music. This is an easy matter because the children take so

easily and naturally the color of their teachers. If the teacher likes music the class will like it also. If she has good musical taste the children will certainly absorb it. The importance of selecting good music cannot be over stated. In nothing perhaps do well-meaning people more frequently go amiss than in their failure to discriminate between good and bad music. Much of the so-called popular music belongs emphatically to the latter class.

3. It is the purpose of the public school to teach as many of the principles, and as much of the practice of sight singing as is possible. What are the conditions? From twenty-five to forty pupils in a class, with the most diverse mental and musical abilities and at the most, only an hour and a half a week to spend on the music lessons. It is obvious that the music recitations must be in concert, and also that the brightest children must lead the others. There are some pupils who are bound to be followers; but many do acquire the ability to sing ordinary music at sight, while practically all learn to sing and become familiar with musical notation.

About sixty years ago the City of Boston "grudgingly granted" to Dr. Lowell Mason the privilege of teaching music in the public schools at his own charges, and he had such faith in music that he eagerly accepted the opportunity on those terms. To-day, according to a statement made to me by the Secretary of the State Board of Education, eighty-five per cent. of the cities and towns in Massachusetts have music taught in their schools by a special teacher. Already its effects upon the highest institution of learning in the state is apparent and this report first chronicles the fact that by a two-thirds vote of the

Faculty of the Arts and Sciences music will be allowed four points in the entrance examination to Harvard University. This is the first recognition public school music has received from a great university and ought to lead to an elective course in the High school.

SAMUEL W. COLE.

Supervisor.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF DEDHAM.

259TH YEAR, 1903-4.



Schools established January 1, 1644-5.

DEDHAM:
DEDHAM TRANSCRIPT PRESS.
1904.

SCHOOL CALENDAR.

1904.

Winter term: January 4 to March 31.

Spring term: April 11 to June 24.

Fall term: September 6 to December 24.

Winter term will begin on January 2, 1905.

SCHOOL COMMITTEE.

JULIUS H. TUTTLE, *Chairman.*

Members:—

PRESTON R. MANSFIELD	1901-1904
JULIUS H. TUTTLE	1901-1904
DR. FRANCIS L. BABCOCK	1902-1905
DON GLEASON HILL	1902-1905
DR. ANDREW H. HODGDON	1903-1906
FREDERICK B. KINGSBURY	1903-1906

RODERICK W. HINE, *Secretary, ex-officio,*
and Superintendent of Schools.

*Committees:—***Text Books and Course of Study:**

DR. HODGDON, MR. TUTTLE, MR. KINGSBURY, MR. HILL.

School Houses and Supplies:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Finance, Accounts and Claims:

MR. TUTTLE, MR. HILL, MR. KINGSBURY.

Music and Drawing:

MR. TUTTLE, DR. BABCOCK.

Truancy and Evening Schools:

MR. KINGSBURY, MR. HILL.

Physical and Manual Training:

MR. TUTTLE, DR. HODGDON, DR. BABCOCK.

Sewing:

MR. TUTTLE, DR. BABCOCK.

High School:

MR. HILL, DR. HODGDON, MR. KINGSBURY, MR. TUTTLE.

Ames School:

DR. HODGDON, MR. TUTTLE, DR. BABCOCK,
MR. MANSFIELD, MR. HILL.

Avery School:

MR. TUTTLE, DR. BABCOCK, MR. KINGSBURY.

Oakdale School:

MR. KINGSBURY, DR. BABCOCK, MR. MANSFIELD.

Quincy School:

DR. HODGDON, DR. BABCOCK, MR. MANSFIELD.

Dexter School:

MR. TUTTLE, DR. HODGDON.

Riverdale School:

MR. TUTTLE, MR. MANSFIELD.

Endicott School:

MR. KINGSBURY, MR. TUTTLE.

SCHOOLS AND TEACHERS.

HIGH SCHOOL.

George F. Joyce, Jr.	.	.	.	.	.	<i>Principal.</i>
Marian J. Wendell	.	.	.	.	.	<i>Assistant.</i>
Lillian G. Marr	.	.	.	.	.	"
Alice A. Todd	.	.	.	.	.	"
Mary F. Gould	.	.	.	.	.	"
Irene C. Hunter Hines	.	.	.	.	.	"
Blanche G. Hellyar	.	.	.	.	.	"
Martha M. Ames	.	.	.	.	.	"

AMES SCHOOL.

Herbert L. Rand	.	.	.	<i>Principal, 9th Grade.</i>		
Ellen E. Barker	.	.	.	<i>Assistant,</i>	<i>9th</i>	"
Cora M. Adams (Temporary)	.			<i>8th and 9th</i>		"
Elizabeth G. Diman	.	.	.		<i>8th</i>	"
Mary E. Mulkern	.	.	.		<i>7th</i>	"
Florence C. Boynton	.	.	.	<i>6th and 7th</i>		"
Isabel Drew	.	.	.		<i>6th</i>	"
Ethel Rinn,	.	.	.		<i>5th</i>	"
Mary V. Gilson	.	.	.		<i>4th</i>	"
Minnie A. Burghardt	.	.	.	<i>3d and 4th</i>		"
Bessie M. Pooler	.	.	.	<i>2d and 3d</i>		"
Nellie M. Gay	.	.	.		<i>2d</i>	"
Julia G. Kennedy	.	.	.		<i>1st</i>	"
Mary E. Lynch (Temporary)	.				<i>1st</i>	"
Ella L. Washburn	.	.	.		<i>Kindergarten.</i>	
Florence S. Kimball	.			<i>Asst.</i>	<i>Kindergarten and 1st Grade</i>	

AVERY SCHOOL.

William F. Howe	.	.	.	<i>Principal, 9th Grade.</i>		
Marion F. Maddocks	.	.	.	<i>Assistant, 9th</i>		"

Blanche G. Fuller . . .	<i>8th Grade</i>
Jennibelle Dennett . . .	<i>7th</i> "
Alice E. Joyce . . .	<i>6th</i> "
Lillian K. Munson . . .	<i>5th</i> "
Margaret R. Lynas . . .	<i>4th</i> "
Elizabeth E. Henderson . . .	<i>3d</i> "
Harriette B. Capron . . .	<i>2d</i> "
Laura C. Brooks . . .	<i>1st</i> "
Celia N. Burrill . . .	<i>Kindergarten.</i>
Maude Bennett (Temp.)	<i>Asst. Kindergarten and 1st Grade</i>

OAKDALE SCHOOL.

Alton C. Churbuck . . .	<i>Principal, 9th Grade.</i>
Emma M. Davis . . .	<i>7th and 8th</i> "
Dollie L. Wales . . .	<i>6th</i> "
Mary L. Hayes . . .	<i>4th and 5th</i> "
Edith A. Holton . . .	<i>2d and 3d</i> "
Ada M. Frost . . .	<i>1st and 2d</i> "
Florence R. Abbott . . .	<i>Kindergarten.</i>
Ethel Lawson . . .	<i>Assistant</i> "

QUINCY SCHOOL.

Mary E. Keelan . . .	<i>Principal 4th Grade.</i>
Louise R. Livermore . . .	<i>3d</i> "
Mary C. Hannon . . .	<i>2d</i> "
Jennie V. McManus . . .	<i>1st</i> "

DEXTER SCHOOL **Alice J. Keelan**

RIVERDALE SCHOOL **S. ELIZABETH SMITH**

MUSIC—Samuel W. Cole.

DRAWING—Anna B. Morton

SLOYD—William W. Locke.

SEWING—Mary A. McClearn.

SUBSTITUTE TEACHER—Dorothy H. McManus.

SUPERINTENDENT—Roderick W. Hine.

REPORT OF THE SCHOOL COMMITTEE.

JANUARY 30, 1904.

To the Inhabitants of the Town of Dedham:—

THE School Committee have the honor to submit their report for the year ending with date.

Preceding this, the organization of the Committee and a list of teachers are given; and below the various resignations, promotions and elections are tabulated.

Resignations, Etc.

With last day of Service.

High School.

MABEL G. CURTIS, 1st Assistant, June 28, 1903.
Elected to Somerville Latin School.

CHRISTINE T. MANSFIELD, Assistant, June 28, 1903.
Now Mrs. Henry Cole.

Ames School.

RUTH B. DAME, Temp. Asst., 9th and 8th Grades, June 28, 1903.
Elected to Lexington High School.

BERTHA V. COBB, 6th Grade, October 30, 1903.
Elected to same Grade, Brookline.

JESSIE E. BURTON, 3d Grade, January 29, 1904.
Elected to same Grade, Brookline.

MARIA F. KINGSBURY, 1st Grade, June 28, 1903.
Granted leave of absence.

MABEL S. FULLER, Principal, Kindergarten,
Now Mrs. Joseph Perry. **June 28, 1903.**

Avery School

MAY H. LAYMAN, 8th Grade, June 23, 1903.
Elected to same Grade, Helena, Montana.

BLANCHE G. FULLER, 7th Grade, June 23, 1903.
Transferred to 8th Grade.

BESSIE J. WELCH, 6th Grade, June 23, 1903
Elected to same Grade, Salem Model School.

JULIA P. GUILD, Temp. teacher, 5th Grade, June 23, 1903.
Elected to position in Medford.

MABEL G. BERRY, Principal Kindergarten, February 20, 1903.
Elected to similar position, Boston.

CELIA N. BURRILL, Assistant, Kindergarten, February 20, 1903.
Transferred to Principal of same.

Oakdale School

ANNIE E. WHITTIER, Principal, June 23, 1903.
Elected to same position, Lynn.

Quincy School

MRS. MARY HUTCHINS, 3d Grade, June 23, 1908.
Retired from active service.

Riverdale School

LOUISE R. LIVERMORE, June 23, 1908.
Transferred to 3d Grade, Quincy School.

Endicott School

S. ELIZABETH SMITH, November, 1908.
Transferred to Riverdale School.

Drawing.

WILHELMINA N. DRANGA, June 23, 1903.
 Now Mrs. Charles F. F. Campbell.

ANNA B. MORTON, Assistant, June 23, 1903.
 Elected in place of Miss Dranga.

Elections.

With first day of Service.

High School.

IRENE C. HUNTER HINES, Assistant, September 8, 1903.
 Graduate of Vassar College.

BLANCHE E. HELLYAR, Assistant, September 8, 1903.
 Graduate of Mt. Holyoke College.

MARTHA M. AMES, Assistant, September 8, 1903.
 Graduate of Wellesley and Radcliffe Colleges.

Ames School.

CORA M. ADAMS, Temp. Teacher, 8th and 9th Grades,
 September 8, 1903.
 Graduate of Wellesley College.

ISABEL DREW, 6th Grade, November 2, 1903.
 Graduate of Mt. Holyoke College.

MINNIE A. BURGHARDT, 3d and 4th Grades, February 1, 1904.
 Graduate of North Adams Normal School.

MARY E. LYNCH, 1st Grade, September 8, 1903.
 Transferred from Avery Kindergarten.

ELLA L. WASHBURN, Principal, Kindergarten, September 8, 1903.
 Graduate of North Adams Normal School.

FLORENCE S. KIMBALL, Assistant Kindergarten, Sept. 8, 1903.
 Graduate of the Garland School for Kindergartners

Avery School.

BLANCHE G. FULLER, 8th Grade, September 8, 1903.
 Transferred from 7th Grade.

JENNIBELLE DENNETT, 7th Grade, September 8, 1903.
 Graduate of Salem Normal School.

ALICE E. JOYCE, 6th Grade, September 8, 1903.
 Graduate of Framingham Normal School.

LILLIAN K. MUNSON, 5th Grade, September 8, 1903.
 Graduate of North Adams Normal School.

CELIA N. BURRILL, Principal, Kindergarten, February 20, 1903.
 Transferred from Assistant.

MARY E. LYNCH, Assistant, Kindergarten, February 9, 1903.
 Graduate of Miss Perry's Normal School.

MAUD BENNETT, Temp. Assistant, Kindergarten, Sept. 8, 1903.
 Graduate of Miss Wheelock's School.

Oakdale School.

ALTON C. CHURBUCK, Principal, September 8, 1903.
 Graduate of Bridgewater Normal School.

EMMA M. DAVIS, 8th and 7th Grades, September 8, 1903.
 Graduate of Framingnam Normal School.

FLORENCE R. ABBOTT, Principal, Kindergarten, Sept. 8, 1903.
 Graduate of Miss Wheelock's School.

ETHEL LAWSON, Assistant, Kindergarten, October 1, 1903.
 Graduate of Miss Wheelock's School.

Quincy School.

LOUISE R. LIVERMORE, 3d Grade, September 8, 1903.
 Transferred from the Riverdale School.

Riverdale School.

S. ELIZABETH SMITH, October 14, 1903.
 Transferred from the Endicott School.

Drawing.

ANNA B. MORTON, September 8, 1903.
 Transferred from Assistant.

The committee desire to express their appreciation of the long and valuable services of Mrs. Mary Hutchins as teacher in the Avery School from January, 1865, to April, 1870, and in the Quincy School from March, 1874, to June, 1903. With rare devotion she gave the best years of her life to her chosen work.

Next in length of her term of service is Miss Mabel Gair Curtis, in whose resignation the High School has sustained an irreparable loss. The Committee also deeply regret the resignation of other teachers mentioned in the foregoing list, and desire to express their deep sense of the valuable service they have given to our schools.

Ten years have witnessed improvements in school accommodations. Three new schoolhouses are the result of the generous and hearty support given to our schools: the Avery, opened on September 3, 1895; the Ames, on September 7, 1898, and the Oakdale, on September 7, 1903. More than the cost of the Avery has already been paid on the total school debt, the gradual reduction of which by about \$9,000 a year will not be a heavy burden on the taxpayers.

It is now thirty-one years since the completion of the Quincy schoolhouse, nearly the allotted time of the modern school building. The graduates of the school are promoted to the fifth grade of the Avery school, and for years this condition has caused the overcrowding of the fifth and sixth grades. To add to this trouble the number of children in the lower Avery grades has lately increased. Relief would come by extending the course at the Quincy to six grades, and for this plan a building of at least six rooms would be required. The present lot is probably large enough for such a new schoolhouse; and it is but

just to the people of the Quincy district to bring this matter to the attention of the voters of the town.

Last year the necessity of improving the High schoolhouse was emphasized, and the conditions remain unchanged this year. Whenever the time is opportune for the town to grant the appropriation needed, temporary changes can be made in the building which will greatly increase its comfort and usefulness.

In making the estimates for the year a slight increase in the appropriation is recommended to supply a teacher for the new room which must be opened soon in the Oakdale schoolhouse, and also to cover the extra expense for fuel caused by the extreme cold weather.

ESTIMATES FOR 1904-05.

Salaries of Teachers and Superintendent	\$36,500
Care of school-houses, grounds and janitors' supplies	3,300
General repairs and grading of school grounds	2,000
Fuel	3,300
Lighting	100
School books and school supplies	2,500
Furniture	400
Laboratories	200
Manual Training and Sewing	900
High School Orchestra	100

	\$49,300

JULIUS H. TUTTLE,
Chairman.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee of Dedham:—

I herewith submit my eleventh annual report.

ATTENDANCE.

The attendance for the year was seriously diminished by the epidemic of scarlet fever mentioned in the report of last year. From February 1 to July 1 the number of children excluded from school on account of quarantine regulations was more than one hundred. Under the usual conditions there would have been a much greater increase in the average attendance and in the average number belonging.

The average number belonging for the year ending Fe-	
ruary 1, 1904,	1,466
The average number belonging for the year ending Feb-	
ruary 1, 1903,	1,439
The average daily attendance for the year ending February	
1, 1904,	1,336
The average daily attendance for the year ending February	
1, 1903,	1,319
The total number enrolled February 1, 1904,	1,524
The total number enrolled February 1, 1903,	1,475

SCHOOL ACCOMMODATIONS.

Oakdale. The report of the Building Committee contains a full description of the new Oakdale building and grounds. Undoubtedly the grounds are second to none in the United States. The extra

work which they require will come either in the summer vacation or when the fires in the building do not need the attention of the janitor. The gardens will be cared for outside of school hours by the children under the direction of the teachers.

The following table shows the number enrolled each year in this school since 1892:—

1892	.	.	.	.	.	.	105
1893	.	.	.	.	.	.	103
1894	.	.	.	.	.	.	104
1895	.	.	.	.	.	.	113
1896	.	.	.	.	.	.	128
1897	.	.	.	.	.	.	134
1898	.	.	.	.	.	.	145
1899	.	.	.	.	.	.	138
1900	.	.	.	.	.	.	138
1901	.	.	.	.	.	.	148
1902	.	.	.	.	.	.	172
1903	.	.	.	.	.	.	171
1904	.	.	.	.	.	.	227

February 1, 1904, the attendance by rooms and grades was:—

Ninth grade	.	.	.	.	.	.	20
Seventh (22) and eighth (21) grades	.	.	.	.	.	.	43
Sixth grade	.	.	.	.	.	.	37
Fifth (16) and fourth (25) grades	.	.	.	.	.	.	41
Second (18) and third (29) grades	.	.	.	.	.	.	47
Second (9) and first (37)	.	.	.	.	.	.	46
Kindergarten	.	.	.	.	.	.	24
Total	.	.	.	.	.	.	258

It will be seen that an additional room will be needed soon to accommodate the second grade. The

natural increase will necessitate separate rooms for the eighth and ninth grades next September, when nine of the ten rooms will be occupied.

Endicott. Miss Smith was transferred in October to the Riverdale School, and the pupils below the fifth grade then attending the Endicott are now transported to the Oakdale. These children are carried from their homes to the school in a suitable conveyance. As far as I can ascertain, this arrangement is satisfactory to all concerned, and saves the town at least three hundred dollars each year. The advantages of attending a well-equipped, graded school are apparent.

Avery and Quincy. Below will be found the number enrolled in the fourth grade of the Quincy, and in the fourth, fifth and sixth grades of the Avery:—

	Avery.	Quincy.	Total.
Grade 4	89	80	69
Grade 5	45		
Grade 6	49		

It is evident that next September the fifth grade of the Avery, which will then include the present fourth grade of the Quincy, cannot be accommodated in one room. The opening of the new Oakdale has relieved the crowded condition of the ninth grade of the Avery.

High and Ames. The attendance in these schools remains about the same as last year.

TEACHERS.

January 1, 1904, there were in the service of the town as teachers:—

	Men.		Women.		Total.
High School :—					
Principal	1	.	.	.	1
Other teachers . . . . .	.	.	7	.	7
Grammar and Primary :—					
Principals	3	.	.	1	.
Other teachers :—					
Grade IX. . . . .	.	.	.	3	
" VIII. . . . .	.	.	.	2	
" VII-VIII. . . . .	.	.	.	1	
" VII. . . . .	.	.	.	2	
" VI-VII. . . . .	.	.	.	1	
" VI. . . . .	.	.	.	3	
" V. . . . .	.	.	.	2	
" IV-V. . . . .	.	.	.	1	
" IV. . . . .	.	.	.	2	
" III-IV. . . . .	.	.	.	1	
" III. . . . .	.	.	.	2	
" II-III. . . . .	.	.	.	2	
" II. . . . .	.	.	.	3	
" I-II. . . . .	.	.	.	1	
" I. . . . .	.	.	.	4	
" I-V. . . . .	.	.	.	2	
Kindergartens :—					
Principals . . . . .	.	.	.	3	
Assistants . . . . .	.	.	.	3	38
Total . . . . .	.	.	.	.	50
The number employed January 1, 1903, . . . . .	.	.	.	.	46
Increase . . . . .	.	.	.	.	4

Besides these there are four teachers employed part of the time. Ten teachers are graduates of a college, twenty-six of a normal school, and six of a training school for kindergartners.

AGES OF CHILDREN BY GRADES.

The following table gives by grades the ages of pupils enrolled January 1, 1904.

Age, Sept. 1, 1903.	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals.
Kindergarten	35	68	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	90
Grade I.	...	9	111	69	17	2	3	...	1	1	—	—	—	—	—	—	—	213
" II.	3	70	50	17	6	3	8	—	—	—	—	—	—	—	—	162
" III.	1	69	48	26	8	2	1	—	—	—	—	—	—	—	—	165
" IV.	5	55	54	23	13	5	5	—	—	—	—	—	—	—	—	160
" V.	3	34	27	17	15	7	1	—	—	—	—	—	—	—	104
" VI.	8	57	44	18	12	1	—	—	—	—	—	—	—	—	141
" VII.	6	42	33	22	9	1	—	—	—	—	—	—	—	—	113
" VIII.	1	8	35	34	20	6	—	—	—	—	—	—	—	—	105
" IX.	18	36	31	11	6	—	—	—	—	—	—	—	102
" X.	1	13	21	28	5	1	—	—	—	—	—	—	60
" XI.	1	11	22	9	1	1	—	—	—	—	—	45
" XII.	1	5	14	12	—	—	—	—	—	—	—	33
" XIII.	9	9	12	—	—	—	—	—	—	30
Post Graduates	1	1	4	1
Totals Jan. 1, 1904.	35	72	116	140	141	125	131	125	180	127	130	85	73	45	25	17	1	1527

AVERAGE AGE.

The average age of the pupils in each grade was:—

	September 1, 1903..	September 1, 1902.
Kindergarten . .	4 years 4 months.	4 years 2 months.
First grade . .	5 " 9 "	5 " 10 "
Second " . .	7 " 1 "	7 " 0 "
Third " . .	8 " 4 "	8 " 2 "
Fourth " . .	9 " 6 "	9 " 9 "
Fifth " . .	10 " 2 "	10 " 4 "
Sixth " . .	11 " 2 "	11 " 4 "
Seventh " . .	12 " 2 "	12 " 3 "
Eighth " . .	13 " 1 "	13 " 1 "
Ninth " . .	14 " 0 "	14 " 1 "
Tenth " . .	14 " 9 "	14 " 7 "
Eleventh " . .	15 " 7 "	15 " 5 "
Twelfth " . .	16 " 7 "	16 " 5 "
Thirteenth " . .	17 " 7 "	17 " 1 "

ENROLLMENT.

The following table shows the number of pupils enrolled in the different grades since 1893. By following the lines of figures in light and heavy type running diagonally downward towards the right, the size of the same class may be traced from year to year.

June,	'93	'94	'95	'96	'97	'98	'99	1900	'01	'02	'03	'04	Jan. 1.
Grade 2	125	130	123	127	126	128	128	148	142	133	166	152	
" 3	117	117	106	121	125	126	120	127	156	120	163	155	
" 4	111	105	122	127	135	136	119	138	137	155	118	160	
" 5	112	107	101	116	131	104	121	110	118	112	130	104	
" 6	112	101	94	100	118	108	96	133	119	121	113	141	
" 7	92	85	80	81	91	89	79	95	104	118	106	113	
" 8	52	70	73	86	92	87	87	87	92	105	102	105	
" 9	59	59	65	67	81	77	80	81	80	84	94	102	
" 10	31	53	48	47	57	77	54	58	48	50	54	69	
" 11	15	26	41	41	41	52	45	38	43	38	30	45	
" 12	18	7	23	35	27	32	36	40	36	39	39	32	
" 13	13	10	6	20	30	34	26	34	38	35	36	30	
Post Graduates	.	.	.	.	.	.	.	.	.	.	.	.	7

The increase in the higher grades, where the children are beyond the compulsory school age, is as follows:—

Grade 13, from	13 to	30	:	.	.	.	130 per cent.
" 12, "	13 "	32	.	.	.	146	" "
" 11, "	15 "	45	.	.	.	200	" "
" 10, "	31 "	69	.	.	.	122	" "
" 9, "	59 "	102	.	.	.	73	" "
" 8, "	52 "	105	.	.	.	102	" "
" 7, "	92 "	113	.	.	.	23	" "
" 6, "	112 "	141	.	.	.	26	" "

SCHOOL PROPERTY.

Information as to the value of school property will be found in the following table:—

SCHOOLS.	Area of lot.	Value of land and im- provements.	Value of building.	Value of furniture.	Value of books and sup- plies.
HIGH, Bryant St. Erected 1885.	46,894 ft.	\$9,000	\$25,000	\$4,000	\$2,000
AMES, Washington St. . . Erected 1897.	87,031 "	15,000	58,000	4,500	2,100
AVERY, High St. Erected 1895.	167,823 "	9,300	39,500	3,500	1,900
OAKDALE, Cedar Erected 1903.	165,300 "	11,700	58,500	4,500	900
QUINCY, Greenhood St. . . Erected 1872.	32,672 "	2,000	5,000	700	400
DEXTER, High St. Erected 1846.	2,576 "	500	3,000	200	125
RIVERDALE, Needham St. . Erected 1886.	20,138 "	500	2,000	125	75
ENDICOTT, East St. Erected 1868.	21,600 "	500	2,000	—	—
OLD HIGH, Highland St. . Erected 1855.	44,712 "	7,500	1,500	—	—
OFFICE, Memorial Hall.				250	500
Total		\$56,000	\$194,500	\$17,775	\$8,000

HIGH SCHOOL.

The number of pupils enrolled January 1, 1904, in the High School was one hundred and eighty-three; thirty-four graduated in June and seventy-three entered in September.

College Preparatory Course. Previous to 1892 all pupils of the High School who desired to enter college were compelled to complete their preparation in other schools. Since that time more than one hundred graduates have gone directly to higher institutions, and the number increases from year to year.

The High School has been approved by the New England Board of Colleges for three years, beginning January 1, 1904. This means that graduates who have taken the college course will be admitted on certificate to all colleges excepting Harvard, Yale and the Institute of Technology. As long, however, as Harvard University continues to require all candidates for admission to pass examinations, this course must be arranged to meet the requirements of Harvard and Radcliffe Colleges and the Lawrence Scientific School.

The following is an extract from the Harvard catalogue:—

TERMS OF ADMISSION TO HARVARD COLLEGE.

The studies which may be presented in satisfaction of the requirements for admission to the Freshman Class in Harvard College are named together in the following lists. The figure attached to each study indicates the relative weight which will be given to that study in determining the question of the candidate's fitness for admission:—

•

<i>Elementary.</i>	<i>Advanced.</i>
English (4)	
Greek (4)	Greek (2)
Latin (4)	Latin (2)
German (2)	German (2)
French (2)	French (2)
Ancient History (2) or English and American History (2)	One of the following four:— Ancient History (2) English and American History (2) History of Europe (2) History of a period (2)
Algebra (2)	Algebra (1)
Geometry (3) or Plane Geometry (2)	Logarithms and Trigonometry (1) Astronomy (1)
Physics (2)	Physics (2)
Chemistry (2)	Meteorology (1)
Physiography (1)	
Anatomy, etc. (1)	

A candidate for admission must offer from this list studies amounting to 28 points, of which points at least four must be in advanced studies. The studies offered must include:—

English	4
One ancient language (Elem. Latin or Elem. Greek)	4
One modern foreign language (Elem. German or Elem. French)	2
Elementary History	2
Algebra	2
Geometry or Plane Geometry	3 or 2
Studies amounting to two points from the following science (Elem. Physics, Chemistry, Physiography, Anatomy, etc., Astronomy)	2
	<hr/>
	19 or 18

We have offered the following points and subjects:—

English	4
Greek (elementary)	4
Latin (elementary and advanced)	6
French (elementary and advanced)	4
History (elementary)	2
Algebra	2
Geometry	3
Physics	2
	<hr/>
Total	27

A three years' course in German will be organized in September, and the college preparatory students will be allowed to offer advanced German as a requirement in place of Greek. This has already been done in all preparatory schools and in the larger high schools where the number of teachers will permit.

Size of the Classes. Many of the divisions for recitation are too large for proper instruction. The fourth class recites in all subjects in two divisions, about thirty-five in each; the third class, numbering forty-five, recites in mathematics and English in one division. A reduction of the number to twenty or twenty-four would enable the teacher to give more individual attention to each pupil. This change would necessitate the employment of another teacher.

Electives. It is a common opinion that the elective system in a high school results in an indiscriminate choice by irresponsible pupils of the least difficult studies. The choice of a pupil's course is determined by the parents, guided by the suggestions of the teacher. The college and institute courses, which are pursued by nearly one-half the school, are fixed by the college requirements. The most important studies of the other courses are required, and pupils are not allowed to change from one course to another without good reason. With these restrictions no harm can come from consulting the ability and taste of individual pupils.

PRIMARY AND GRAMMAR SCHOOLS.

No important changes have been made in the course of study of the primary and grammar schools. The pupils of the ninth grade who expect to take the college course in the High School elect Latin and

algebra. As the advantages of beginning a modern language before the age of fourteen are unquestioned, pupils who have a high rank in their studies should have an opportunity to begin German in the eighth grade and continue it through the ninth grade and High School. This would lessen the number of those who elect Latin, and facilitate the substitution of German for Greek in the High School. All pupils need the training derived from study of a spoken foreign language, but Latin should be limited as far as possible to the college preparatory students.

Several minor changes have been made. The study of elementary physics has been dropped from the course of the Latin division of the ninth grade because an opportunity to take this subject is given in the second year of the High School. The time devoted to technical music and drawing in the sixth, seventh, and eighth grades has been diminished from one hundred and eighty, to one hundred and twenty minutes a week.

New spelling books, in addition to the ones that have been in use for ten years, have been introduced in the seventh, eighth and ninth grades, and new language books, in the grammar grades.

KINDERGARTENS.

From 1893 to 1896 a free public kindergarten, accommodating the children of the Ames district, was supported by private subscription. In April, 1896, an appropriation was made by the town for kindergartens in the Ames and Avery buildings. With the opening of the kindergarten in the new Oakdale School, accommodations are ample for all children in the town between the ages of three and one-half and five years.

The kindergarten statistics for the year are as follows:—

	Number Belonging.	Daily Attendance.
Ames.	30	23
Avery	39	31
Oakdale (for five mos.)	25	21
Total	94	75

The number of children in the primary grades who have attended kindergartens is:—

	Ames.	Avery.	Oakdale.	Quincy.
Grade 1.	49	24	12	10
Grade 2.	28	22	8	13
Grade 3.	32	21	12	12
Grade 4.	25	16	6	3
Total	134	83	38	38

MEDICAL INSPECTION.

The precautions which are taken to prevent the spread of contagious diseases were mentioned in the report of last year. A child who is sick in school is sent home by the teacher with a note to the parents requesting that a physician be called. Often the family physician or a member of the Board of Health is sent to the house to investigate and report, and in all cases the child is not allowed to return to school until the principal is satisfied that there is no danger of contagion. Teachers are expected to report to parents suspected cases of defective hearing and eyesight, and of adenoid growths in the nose and throat. They must also detect and exclude from school, children suffering from various forms of infectious diseases of the skin and eyelids, which have recently become more prevalent.

In Connecticut the superintendents, principals and teachers are required by law to test the eyesight of all pupils at least once a year. The test cards, blanks and instructions authorized by the State Board

of Education of that State were furnished to the schools of Dedham four years ago and an examination of the children then in school was made by the teachers.

I quote the following from "Notes Upon School Hygiene," by John Prince, Agent of the State Board of Education :—

"The most apparent need of advice is in the detection of the first stages of contagious diseases, such as diphtheria, scarlet fever and measles. The laws of Massachusetts provide for the careful exclusion of all pupils from school who are sick or who have been exposed to infectious diseases; but a careful observance of this law cannot prevent the spread of disease which appears in such incipient form as to escape the detection of parents and teachers. What is needed for the sake of the community as well as for the persons afflicted, is some form of inspection which will keep from the school all pupils from whom there is any danger of contagion."

PUBLI : LIBRARY.

The distribution of books from the Public Library to the schools was begun in 1893. The following table gives the total circulation of the Library and the number of volumes sent to the schools for the years 1894-1904 :—

1894,	issued,	21,314,	distributed to the schools,	2,000
1895,	"	27,092,	"	5,000
1896,	"	27,092,	"	8,026
1897,	"	27,764,	"	8,607
1898,	"	27,868,	"	8,825
1899,	"	29,318,	"	9,000
1900,	"	33,133,	"	9,885
1901,	"	34,325,	"	10,551
1902,	"	37,125,	"	11,535
1903,	"	39,122,	"	11,438
1904,	"	33,496,	"	11,459

The number of volumes in the reference libraries is as follows:—

High, Slafter Library	. . . . .	920
Ames	. . . . .	210
Avery	. . . . .	309
Oakdale	. . . . .	249

More reference books are needed for the reading room of the Avery School and a special appropriation should be made for this purpose.

REPORTS AND STATISTICS.

In the following pages will be found the usual reports and statistics.

RODERICK W. HINE,

Superintendent of Schools.

HIGH SCHOOL.

For the changes in the corps of teachers, the reader is referred to the Report of the Chairman of the Committee.

The extreme weather and the closing of the Norfolk Western Electric line have had a very serious effect upon the attendance. At times it has been impossible for some of the pupils to reach the school and the teachers have taken into account such unavoidable absences in determining their estimate of pupils' work. At the same time, great care should be taken by the parents to see that their children are in school promptly every day when it is possible. No business house expects to overlook irregularity in attendance on the part of its employees, and surely it is wise for a pupil to remember, what he so often forgets, that, in school, he is working for his own interest, and, therefore, should be above all things else, prompt in the discharge of his school duties.

The Slafter Library numbers nine hundred and twenty volumes, and besides the addition of books purchased through the regular channel of money appropriated by the Committee, it has received a very substantial gift from Mr. Charles H. Shriver, of eleven volumes of the Messages and Papers of the Presidents of the United States. Such a gift should call attention of others to the opportunity to help greatly the young people of the town, by the presentation from time to time, of books of history, travel, science and biography.

Largely through the generosity of the graduating classes, our walls are being adorned with pictures and casts, until visitors are wont to speak, in very complimentary terms, of the attractive appearance of our school rooms.

An effort has been made to collect a large number of catalogues of different schools and colleges, in order that the pupils may come in contact with the information necessary to guide them in planning for the future. It is hoped that it will grow to be the custom for parents to interest themselves, early in their son's high school course, in his plans for further education after leaving this school. There should be, moreover, in the Fourth Class, an attempt made to develope a college spirit so that a great many of the boys and girls will be anxious to go to college even if no opportunity finally presents itself. The closest thoughts and best habits of application are found in the classical section of the school. There ought to be twenty pupils in every class fitting for a higher school, and working, even from the Ninth Grade of the grammar school, with that idea in mind. For young persons to have a definite object in mind is, in itself, a course of great inspiration.

Our school has been granted the privilege of sending its graduates to college through the right of certification given by the Board of New England Colleges. Harvard, Yale and Radcliffe alone require an examination from all applicants. As we have acquired this right through the effort to equip the school along lines laid down by the college and have thus succeeded, now we wish especially to broaden the work of the school for the non-college pupil. In several of my previous reports, mention has been made of the help that a course in domestic science

would be to our young people. Food, its choice and preparation, and sanitation are subjects upon which we are far too ignorant and yet they are of vital importance.

Finally, we are gradually enlarging our commercial department. The arrangements made for the study of stenography, book-keeping, and type-writing are increasing; an opportunity is being introduced for the practice of penmanship, so that we expect, in a short time, pupils may go forth from the school as well equipped as from the best commercial schools in Boston.

In closing I wish to speak of the resignations of two of our teachers,—that of Mrs. Henry Cole, who had been for nine years connected with the school, four years as a pupil and five years as instructor in French, in both of which periods she worked with genuine earnestness and success; and of Miss Mabel Gair Curtis who had taught in the school eleven years, and had, during that time, shown herself a most indefatigable worker. Her interest and enthusiasm have aroused many a pupil to renewed endeavor, and her kindly counsel has proven itself of great assistance at a critical juncture in the life of many a young person.

GEORGE F. JOYCE, JR.

Principal.

MUSIC.

While the work in the department of music has progressed during the past year along the accustomed lines leaving little that is new to be reported, there have been some most important changes in the outside conditions which sooner or later will very materially affect the study of music in the lower schools. I refer to the action of Harvard University in offering to allow four points for music in the entrance examinations, or as much as is allowed for Greek, Latin or mathematics. In my judgment no more important step educationally has been taken in the last half century. Probably few outside of those immediately interested realize what a great injustice has been done to those who possess marked musical talent by the educational conditions previously existing in this country, in that it has been made impossible for them to develop their abilities and, at the same time, secure what is known as a liberal education. The college gave their musical attainments no recognition, and they have been compelled to choose between a college education, with its great social and cultural advantages, and a musical education, in line with their native gifts, but shorn of much that the universities offer. To thus discriminate against a well recognized and honorable profession was manifestly most unfair and unjust. The action of Harvard in placing music on a par with other professional branches, must soon be followed by all the higher institutions of learning

in the country, and makes it incumbent on the lower schools to meet these conditions, and thus enable the young men and women whom nature has highly endowed musically, not only to cultivate their native bent but to secure a liberal education as well.

SAMUEL W. COLE,
Supervisor.

THE NEW YORK
PUBLIC LIBRARY

ALVAN, LENOX AND
TILDEW FOUNDATIONS

OAKDALE SCHOOL-HOUSE.



32.

PROCEEDINGS
AT THE
DEDICATION
OF THE
OAKDALE SCHOOLHOUSE
DEDHAM, MASS.

FEBRUARY 22, 1904.



DEDHAM:
DEDHAM TRANSCRIPT PRESS.
1904.



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EXERCISES IN THE SCHOOL HALL.

FEBRUARY 22, 1904.

ALTHOUGH the weather was not the best, a goodly audience had gathered at the appointed time, parents, friends and children, to take part in the interesting exercises of dedication.

The Chairman of the day, Mr. Julius H. Tuttle, then spoke briefly:—

LADIES AND GENTLEMEN:—Following a time-honored custom, the Rev. JOHN F. TILTON will invoke the Divine blessing.

I.

INVOCATION.

REV. JOHN F. TILTON.

O GOD, our God and our fathers' God, we lift unto Thee hearts of gratitude for Thy goodness which enables us to meet here on this memorable anniversary and upon this delightful occasion. We thank Thee for the memory of that great and good man who was first in war, first in peace and who is first in the hearts of all loyal Americans. We bless Thee for the noble men who wrought with him in laying broad and deep and securely the foundations of this nation. We rejoice to-day that we are permitted to share in the fruits of their struggles and sacrifices. We thank

Thee for the blessings of Christian homes and Christian schools and Christian churches and Christian civilization. Help us to realize and appreciate the wisdom of those men who, in the early years of our history, made the church and the school and the home the corner-stones of the Republic, and may we in our turn preserve and perpetuate these sacred institutions which have insured the stability and grandeur of our nation. Bless, O God, our land and people. May intelligence and sobriety and righteousness more and more prevail throughout our borders. And now we praise Thee for this occasion which brings us together. May thy blessing rest upon all the exercises of the hour. May they be such as shall honor Thee and justify the wisdom of rearing these beautiful and costly temples of learning for the instruction of our children. Let Thy benediction rest upon this noble building which we now dedicate to these high and important uses. May it long stand as a monument to the enterprise and generosity of our citizens, a light in this growing community and a blessing to the world. And wilt Thou abundantly bless our school system, the members of our School Board, our Superintendent, and all the faithful devoted teachers under him. Make them to feel the nobility and sacredness of their calling, the dignity and responsibility of their position. Give them patience and strength for their work. Grant unto them wisdom in moulding the lives of those who so soon are to bear the burden and responsibility of American citizenship, and may they rejoice in the high privilege which is theirs in being permitted to shape so largely the future destinies of the nation. And in all our knowledge and in all our teaching may we ever know and teach that the highest wisdom is to know and love and serve Thee, the living and the true God, that Thou mayst be glorified in us, through Jesus Christ our Lord. *Amen.*

THE CHAIRMAN,— Ladies and Gentlemen, it is our good fortune to know that the Muse has successfully stirred the heart of one of our esteemed fellow-townsman. After the reading of the Dedication Hymn, let us all join with the school chorus in singing. I am happy to introduce the Rev. RAYMOND P. WALKER.

II.

ORIGINAL HYMN.

REV. RAYMOND P. WALKER.

TUNE — DUKE STREET.

O God, our father's God, to Thee
Our hymn of gratitude we raise ;
For gifts so bounteous and so free
Demand our loftiest songs of praise.

This temple which we here this day
To truth and freedom dedicate
Becomes for all who pass this way
A sacred shrine, a safe retreat.

May freedom spread her banner here,
And through this place her radiance shed;
In joy and peace may friends most dear
These hallowed halls of learning tread.

O God, our father's God, to Thee
Our hymn of gratitude we raise ;
We dedicate ourselves to Thee,
And offer Thee our hymn of praise.

THE CHAIRMAN,— Ladies and Gentlemen, the keys of the building will now be delivered by the Secretary of the Building Committee, Mr. FRANK SMITH.

III.

DELIVERY OF THE KEYS BY THE BUILDING COMMITTEE.**FRANK SMITH.**

MR. CHAIRMAN, LADIES AND GENTLEMEN:—As I hold in my hand the keys to this building, two lines of thought are suggested to me.

First, one of retrospect as I go back in my mind to the time when the people of this district were divided on the question of the selection of the best lot for a contemplated schoolhouse. To-day as you recall the utility of these grounds, crowned with the beauty of this new schoolhouse, I trust you are all of one mind.

Again I recall the difficulties experienced in acquiring this lot. Your Committee found that this area belonged to several different estates, with ancient rights of way extending across it, and at one time it was not certain that we should be able to consummate its purchase even after it had been accepted by the town, but happily all difficulties were removed, and in due time the deeds and plans were placed on record.

Then again we found that while it was easy enough in a prospectus to describe the ideal schoolhouse, and recommend an appropriation to the town, yet it was quite another thing in actual experience to carry out our recommendation, and construct a building for the sum named.

No difficulty was experienced in finding architects, who were willing to submit competitive plans, many of them being beautiful in design, which, if accepted, would be modified to meet the wishes of the Committee, but it was quite another thing to find architects of standing, who could assure your Committee that the buildings called for by

their drawings and specifications could be built within the town's appropriation. Having recommended to the town an appropriation, which was unanimously voted, your Committee has stood side by side, and shoulder to shoulder, in an endeavor not to exceed that appropriation, and we are happy to say that after paying every bill we have a balance of nearly three hundred dollars to return to the treasury.

We believe it should be a matter of principle with all committees to make such a careful and intelligent study of subjects committed to them, that barring accidents, there will be no exceeding of appropriations in the completion of any work in which an expenditure of money is involved. It is little better than a crime for a committee or a commission to be so careless in its estimates as to involve the town in debt in the completion of any work committed to its care.

In the construction of this building, we were very fortunate in our architects, Messrs. Hartwell, Richardson and Driver, because from a large experience in the building of schoolhouses, they have been able to tell us, to a near approximation, what any given piece of work would cost, and in no instance, so far as I recall, has the completed work cost more than their estimate.

The beauty of this building is found in its simplicity and compactness, ample for every want, yet with no waste space in room or corridor to add to the cost of construction, and expense in care or heating. It amply meets Emerson's definition of beauty when he says: "That is beautiful which is simple, and has no superfluous parts." This building is 132 feet long and 59 1-3 feet wide. Eight of the school-rooms are 30 1-2 feet by 25 1-2 feet, while two other school-rooms are 32 2-3 by 26 1-2 feet.

The rooms are designed to seat forty-two pupils, all that any teacher can properly instruct, although in an emergency a larger number can be comfortably seated.

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The rooms are designed to seat forty-two pupils, all that any teacher can properly instruct, although in an emergency a larger number can be comfortably seated.

This new building marks a new era in the construction of schoolhouses in Dedham, and will stand, with little expense for maintenance, to receive generations of pupils, long after the wooden buildings previously erected by the town have been removed. There is not only less expense in the maintenance and greater utility in a brick building, but there is greater aesthetic value as well, on account of the memories, traditions and associations which cluster around a schoolhouse. I know of no institution which perpetuates more tender memories than the school association, especially when it is permitted to keep alive, through loving reminiscences, the spirit of the school, by assembling generation after generation in the same building to which its members were wont to come in youth.

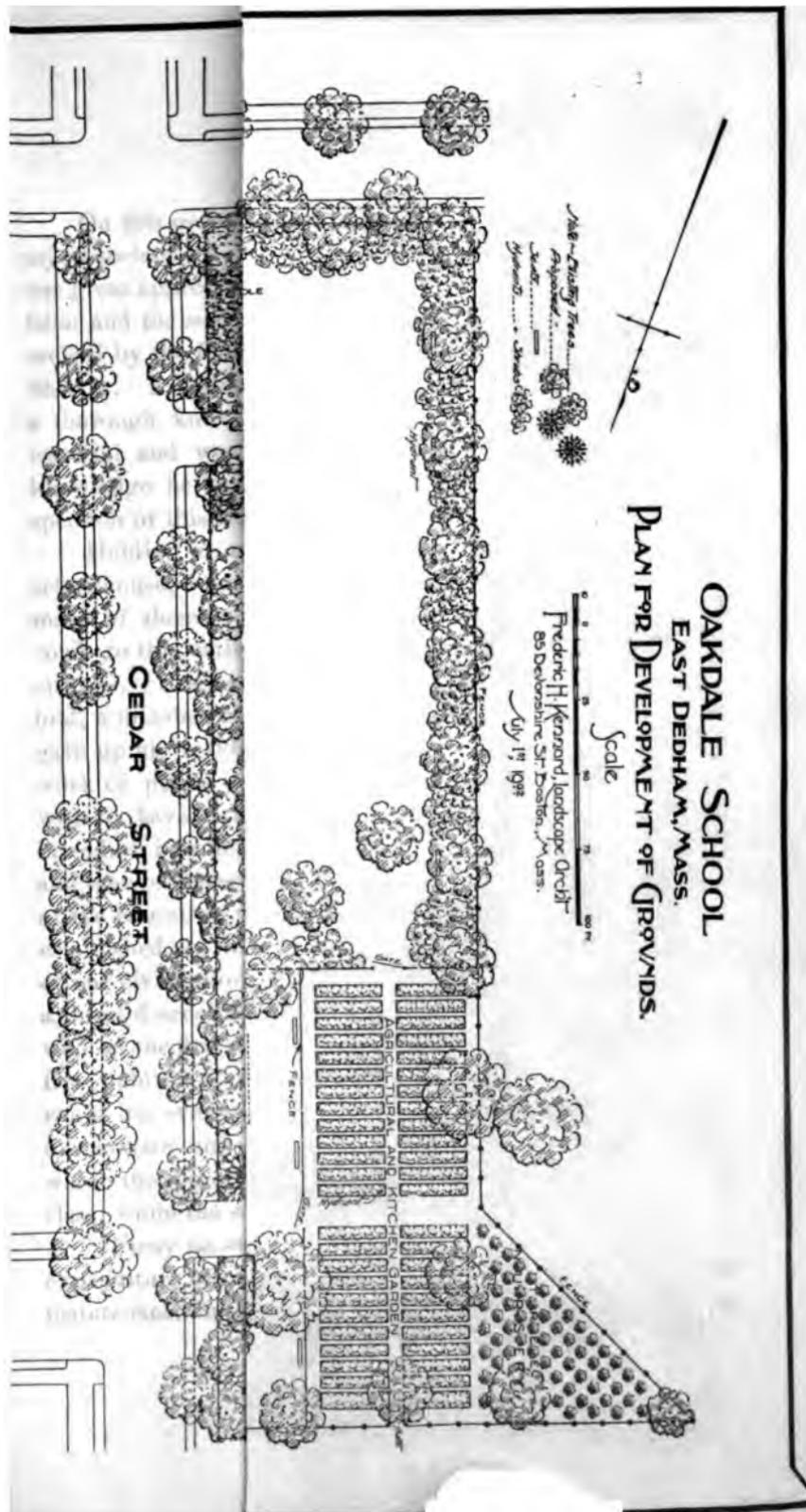
In the development of the grounds we have tried to apply some of the intelligence which our schools are supposed to cultivate, and so instead of simply grading up to a line drawn from one point to another, we have applied through a landscape architect, that science and knowledge which has made this a place of beauty, and, we trust, a joy forever, without increasing the expense, we believe, over the old time way of grading a schoolhouse lot. We have adorned the grounds with one hundred and eighty varieties of trees, shrubs and vines, all of which are numbered on a plan showing the pupils of the school and others who may desire to study them, the position of the different varieties.

As nature study is required in the Dedham schools, your committee decided to provide the means of making this and kindred subjects as practical as possible by the introduction of school gardens. We must now leave it to the principal and to the teachers of this school, to demonstrate to the people of this town, whether we have acted wisely or unwisely in the development of these grounds.

OAKDALE SCHOOL
EAST DEDHAM, MASS.
PLAN FOR DEVELOPMENT OF GROUNDS.

Scale
0 10 20 30 40 50 ft.

Map - Plan by
Frederick H. Kennard, Landscape Architect
88 Devonshire St., Boston, Mass.
July 1st, 1898



• 24 • 1943

1970-1971

On this occasion I desire to acknowledge, on behalf of my associate on the Committee, Mr. Schulz, and myself, our great appreciation of the intelligent effort, the untiring labor and the self sacrifice, which at all times have been exercised by the Chairman of the Committee, Mr. Charles H. Shriver. I ought also to add that few laymen possess such a thorough knowledge of construction, of the quality of material and workmanship as Mr. Shriver, all of which knowledge he has exercised from time to time in the inspection of this building.

Holding in my hand this afternoon the keys to this schoolhouse, I see in imagination the thousands of pupils, many of them of foreign lineage, who in future years will come to this building, to be here moulded into American citizens. Horace Mann, who was for twelve years, as I am told, a member of the Dedham School Committee, and who gave up his residence here when he entered upon his great work of public school education, said: "Whatever you wish to have appear in the life of a nation, you must first introduce into its schools." Every reform begins as a feeling and then becomes an ideal. Our Puritan fathers felt the need of the education of their children, and here in America was established the first free public school, which is the glory of our civilization, and I stand here to-day representing as a lineal descendant, seven of the forty-two men of Dedham, who on the first day of January, 1644, established the first free public school to be supported by taxation which the world has ever seen, an institution which makes it possible to maintain unity among a diverse people; an institution where the son of a coachman may stand at the head of his class, while the son of his employer may stand at the foot.

It may be said that this plant represents too large an expenditure of money, and will cost the town too much for maintenance in the future. To this charge there can be but

one answer, namely, that it is all in accordance with the civilization under which we live and of which we are a part.

An old Indian, once being asked if he would like to be a white man, shook his head and replied : " It costs too much to be a white man." And so our present civilization makes the maintenance of the home and the municipality expensive, nevertheless no town is justified in doing less than meeting the highest educational demand of the times and in providing in the best way for the health and the comfort of her children. With all that this educational plant represents, let us see to it that our children are here taught what they will need to know when they become men and women, and not the fads which in too many schools have taken the place of sound learning.

On a schoohouse in Trenton, New Jersey, I have seen the following inscription, as I recall it, from the words of Webster : " If we work upon brass, time will efface it, if we rear temples they will crumble, but if we work upon the immortal mind, if we imbue it with principle, with a just fear of God and man, we engrave upon those tablets something which shall last through all eternity." I hold in my hand the keys to an institution which represents all this ; and as a member of the building committee which has completed its appointed work, it now gives me great pleasure to hand these keys to the chosen representative of the School Committee, who must be its future custodian.

THE CHAIRMAN,—Ladies and Gentlemen, the School Committee receive these keys from the Building Committee, with pride, through one of its members, Dr. FRANCIS L. BABCOCK.

IV.

**RECEPTION OF THE KEYS IN BEHALF OF THE
SCHOOL COMMITTEE.**

DR. FRANCIS L. BABCOCK.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—This is the third gathering of our people, within the last nine years, for the purpose of receiving from a Committee of our townsmen, a building to be dedicated to the cause of education.

Our town was among the first, if not the first, to realize the benefits of education, and has always been most generous in providing every facility to reach the highest grade; but it has been reserved for those of recent years to receive its grandest tokens.

Witness our trio : *Avery, Ames, and Oakdale.*

In 1895 the beautiful Avery School building was erected, followed in 1898 by the Ames of grander proportions and design; and, in this present year we have this imposing structure, which for beauty of surroundings and durability surpasses all others.

To the Building Committee, Messrs. Charles H. Shriver, Robert H. O. Schulz, and Frank Smith, who have so faithfully concluded the trust given to them by their fellow townsmen, we extend our congratulations. They have given to this people a building that is certainly a monument of honor to all concerned in its erection. We congratulate also the people of this village that this edifice has been erected in its present location. It is a token of the progressive educational spirit of our town.

MR. CHAIRMAN,—I most truly appreciate the honor conferred upon me that I may be connected with you and

your associates, on this grand occasion, even as a bearer of keys ; and by the transfer of these symbols of authority to the School Committee of the town, I may thereby assist in perpetuating the spirit so beautifully demonstrated here to-day.

V.

SONG.

Day by Day We Magnify Thee.

BY THE SCHOOL CHORUS.

VI.

ADDRESS OF DEDICATION.

JULIUS H. TUTTLE.

LADIES AND GENTLEMEN :—Our pleasure and our patriotic duty bring us here to dedicate this new school-house to the noble uses for which it was intended. Dear to the heart of every parent and of every child are the associations which cluster around the public school, where training and education are gained under equal advantages and possibilities.

From year to year children of varying abilities and interests grow up together, in work and in play, under the best direction which the means so generously furnished by the town afford. Each group under a teacher forms a little community of interests not unlike that composed of men and women, children of a larger growth. Who can measure the unconscious influence for good, under existing conditions, on the lives of boys and girls developing into a sturdy manhood and womanhood ?

Here, too, there come into activity the great principles which find their expression in the progress and institutions of our American life. Our nation in its marvelous development owes first of all its debt of gratitude to the free public school, which has made more and more emphatic the broad underlying purpose which the founders had in mind.

An early writer, in a work entitled "New England's First Fruits," published in 1635, says of the early settlement of the Colony :—

After God had carried us safe to New England, and wee builded our houses, provided necessaries for our livelihood, rear'd convenient places for God's worship, and settled the Civil Government; one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity.

With what wonder do we look back upon the sacrifice and devotion of those early pioneers, who never lost sight of the importance of the education of their children. Surrounded by great difficulties, and under stress of new and untried conditions, a law was passed in 1647 which contained the embryo of our magnificent public school system, and which was so broad and generous in its scope as to challenge the admiration of statesmen. The young and struggling Colony had men of courage and strong convictions, who had received the best education the mother-country could afford, and who were now to become leaders in establishing a system of universal education which was destined to become our pride and glory.

It is of peculiar interest to us that among the men who were the early builders of our Commonwealth, few had greater influence in shaping its destiny than some of our townsmen, chief among whom was Eleazar Lusher, who was described by a contemporary "as a man of the right.

stamp, of pure mettle, a gracious, humble, heavenly-minded man." Thus you have a glimpse of the purpose of the founders, who builded better than they knew, and into whose labors, transmitted through succeeding generations of faithful and tireless workers, we enter again to-day.

The Colony had hardly taken its first step in 1642 to foster her educational interests when our town in the following January voted to set apart land for the use of "the town, the church, and a free school." Seven years had thus elapsed since the settlement of the little plantation on the banks of the Charles; and it was not until two years later, on January 1, 1644-5, that the vote was passed to establish the schools. This will recall to you the tablet, standing on the old Church Green, close by the meeting house of the First Church, which was erected by the Commonwealth and dedicated on June 17, 1898. The address at the unveiling was delivered by our fellow townsman, Don Gleason Hill, Esq., and the inscription runs as follows :

THIS TABLET IS ERECTED BY THE
COMMONWEALTH OF MASSACHUSETTS
TO COMMEMORATE THE ESTABLISHMENT
BY THE INHABITANTS OF DEDHAM
IN TOWN MEETING ASSEMBLED
ON THE FIRST OF JANUARY 1644
OF A FREE PUBLIC SCHOOL
TO BE MAINTAINED BY GENERAL TAXATION.
NEAR THIS SPOT STOOD THE
FIRST SCHOOL HOUSE BUILT BY THE TOWN
1649.

No record has yet been found to dispute our claim to the establishment of the first "free public school to be

maintained by general taxation" on this continent. This event preceded by more than two years the school law of 1647

It will not be necessary for me to give in detail the history of our public schools, for such an account appears in the Dedham Historical Register, written by Rev. Carlos Slafter. It is enough to say briefly that the little school on the Church Green was the only one in the town for three-quarters of a century; and for most of that period the salary of the schoolmaster was £20, payable in wheat and "other corne," while in 1696 the salary was first paid in money.

From 1717 to 1756 the school was moved about, first to the Clapboardtrees, then to East Street; and in the latter year each of the four precincts appears to have had a school. The village school became the present Ames School, the Endicott dates from 1717, the Dexter from 1774, the Avery from 1784, the High School from 1851, the Quincy from 1872, the Oakdale from 1873, and the Riverdale from 1885.

The Oakdale School was opened with one teacher in September, 1873, "upon the request of many residents" of the new settlement. In the report of the School Committee made in January, 1874, Rev. Calvin S. Locke, chairman, said: "The rapid growth of Oakdale warrants the belief that this school will have constantly increasing attendance. A suitable room for the purpose has been secured in the Sanderson building." In 1878 the town appropriated money for a new schoolhouse, which was opened for the school on September 7 of that year. That "model structure," so considered at the time, was used for twenty-five years until the school was removed to this new building on September 7 last. During this time the number of scholars has increased to nearly three hundred.

So much for the past. We now turn our grateful hearts to the magnitude of the present event as we look about this elegant structure and its beautiful, artistic surroundings. They will ever be a memorial to the liberal spirit of our citizens, and an inspiring example to the youth who are to be fortunate enough to enjoy the privileges of education here. May this building be preserved with care that those who follow from year to year may receive the greatest benefit, and thus transmit it uninpaired to others. We thus dedicate the structure to the cause of public school education.

THE CHAIRMAN,—Ladies and Gentlemen, in response to invitations to speak here to-day, His Excellency, JOHN L. BATES, Governor of the Commonwealth, and his Honor, CURTIS GUILD, Jr., Lieutenant-Governor, write as follows:—

VII.

COMMONWEALTH OF MASSACHUSETTS,
EXECUTIVE DEPARTMENT,
BOSTON, Feb. 3, 1904.

Robert H. O. Schulz, Esq.:—

My dear Sir, I thank you for the cordial invitation to attend the dedication of the new schoolhouse and grounds at Oakdale, and regret that an examination of my engagements shows me that I have already so much work ahead that I must not accept further invitations. On February 22d I hold a reception at the State House, in accordance with long established custom, which will preclude my attending the dedication on that day, and I

regret to add that I do not find any day in the immediate future that is not also too crowded for further engagements.

I am much interested in the advance that this new schoolhouse and its surroundings show over the usual conditions that prevail. I would like to extend most hearty congratulations to the citizens who had the foresight, the enterprise, and the will to plan a schoolhouse with surroundings of such an attractive and healthful character. I trust that the example that has been set by your School Committee in this matter will be followed all over the Commonwealth.

Again expressing my regrets that I cannot be present, and with best wishes for the School Committee and the schools of Dedham, I remain,

Yours very truly,

JOHN L. BATES.

COMMONWEALTH OF MASSACHUSETTS,
COUNCIL CHAMBER,

BOSTON, Feb. 6, 1904.

Julius H. Tuttle, Esq.:—

My dear Sir, I am bitterly disappointed that your invitation should have arrived so very late, giving me such short notice that I cannot possibly accept. Your invitation is the eighteenth which I have received for addresses on Washington's Birthday. Every second of the day was engaged months ago. The principal address is to be at Lawrence.

Nothing would have given me greater pleasure than to have spoken in my old ancestral town, settled as you remember, by John Guild and his companions. Will you

explain to the Committee my very deep regret that the lateness of the invitation alone has prevented me from accepting.

Most cordially yours,

CURTIS GUILD, JR.

THE CHAIRMAN.—Ladies and Gentlemen, under the direction of Mr. Frederic H. Kennard, landscape architect of the Building Committee, the grounds about this building were laid out. New features have been introduced which suggest the industrial side of our school education. On this subject no one can speak with greater authority than the Principal of the State Normal School at Hyannis, whom I am glad to introduce, Mr. WILLIAM A. BALDWIN.

VIII.

ADDRESS:

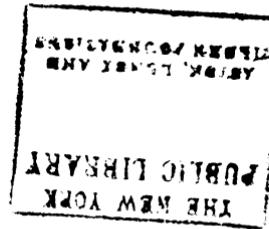
INDUSTRIAL TRAINING FOR PUBLIC SCHOOLS.

WILLIAM A. BALDWIN.

LADIES AND GENTLEMEN:—There are several reasons why I am glad to accept your invitation to be here. One is because I owe something to the Dedham schools. About sixteen years ago, while living in New York state, I was elected to a superintendency of schools. I had a few weeks at my disposal before entering upon my duties, and I decided to use the time in visiting schools. And so, of course, I came to Boston. There I was surprised to be told that I would get more inspiration by visiting some suburban towns than in the city itself. Then I first

OAKDALE SCHOOL-HOUSE, SIDE VIEW, AND SCHOOL GARDEN.



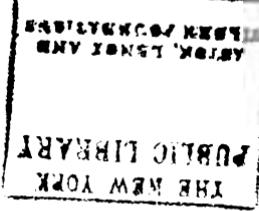


heard of the Dedham schools. I spent a day in your schools and received much of inspiration.

Since that time you have had your ups and downs, and have learned, as so many others have learned, that eternal vigilance is the price of good schools.

No country in the world cares more for education than does the United States, and no state in the country takes more pride in its schools than Massachusetts. I know of no town in this state that has taken a more intelligent interest in its schools than has this fine old town of Dedham. With such a history and such experiences, what may you not expect for the future?

But I would not be misunderstood. I come not here to flatter, but rather to point out your wonderful opportunity. Massachusetts has become a leader in education and philanthropy because of her liberal, broadminded policy. I have little patience with the cry of America for Americans, Massachusetts for the people of Massachusetts, and Dedham for the people of Dedham. It is true that charity begins at home, but it is just as true that it does not end there. Not *what can I get*, but *how much can I give* is the cry of the really great personality. Massachusetts has said, "we will help to educate the people of the country." She has welcomed to her schools all who would come. Her educational institutions have sent out an ever widening stream of men and women to enlighten the world. People have come from near and far to get inspiration and suggestions. Dedham has had a part in this great work, and I believe that she is destined to have a still greater part. It is because of this belief that I come to you to-day with a few suggestions, which may, I trust, help in some small way the noble work which you are attempting to do for Dedham and for the world.



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And my first suggestion is that you cultivate the highest possible ideal, and then work together for the realization of your ideal. Now, at first thought, this does not sound very practical or businesslike, but when we consider the character of the material with which we have to deal, we may see that this is the only way.

If you were to build a bridge like the Brooklyn bridge, I should say, first make a definite plan which shall include the placing of every smallest brace and screw, and the cost of material and construction to the last cent. And having planned your work all you have to do is vigorously work out your plan.

But our problem has to do with human beings instead of iron girders. You cannot buy them by the dozen nor shape them with furnace and hammer.

We have to do with social ideals. A social ideal is often very unsatisfactory and very elusive, it is always changing, but there are two or three encouraging things to be said about social ideals. Our social ideals are continually being realized and so becoming practical. As we advance toward our ideals they seem to recede, but they are really continually becoming higher, and so beckoning us on, and so we are growing. If, then, we start with the highest possible ideals and work together to realize them, we may be sure of a steady onward movement, which is what we all so much desire.

To my mind, one of the most helpful signs of the times is the growing interest in the right kind of manual training. And this interest is not confined to any particular locality, nor to any particular class of people. It is gaining headway in city and country, among rich and poor, in many parts of Europe and America. This new manual training recognizes the fact that the natural child, first, must be doing something. Second, must be doing some-

thing *interesting*. Third, must be doing something which is of *particular interest* to *himself*. And, fourth, must be doing something growing out of his *own personal needs*.

This kind of manual training is possible only where the school life is free and natural and is closely connected with the home life out of school. This is a condition which most of us recognize as desirable, but which we school teachers find it very difficult to bring about. It is, therefore, deserving of very careful consideration.

Now some of the things which I may have to say may seem rather radical and I would like to have you understand that I have come to my present point of view very slowly and thoughtfully. The conclusions which I shall express have been born of many and varied experiences, careful observations, much study of educational problems, past and present, and attempts to adapt well known and generally accepted principles in education.

There has been, for a long time, a strong and growing sentiment among our most intelligent people, that the education of the schools is not sufficiently practical. The best thought of the common people is usually not far from right, and sooner or later the demand of the people must be heeded.

All through the country attempts are being made to meet this demand. The fact is being recognized that the child must be prepared for life by learning to live. Life in school must be natural, many sided and harmonious. Life at school must be related to life at home, on the street, in the field, and in the various human activities of the village.

Typical occupations are being gradually introduced into the school at Hyannis, so that through these the children may come into live, personal contact with the kind of things which they need to know and to be able to do.

The kinds of work which are being done may be grouped as follows :—

1. Ordinary school work.
2. Industrial work.
3. Business transactions.
4. Expeditions.

The forms of industrial work now in the school are sewing, weaving, carpentering, hammock-making, basketry, hat making, gardening, printing, bookbinding, bed making and cane seating. Pupils have bought seeds, material for hammocks, baskets and similar things, and have sold produce. They have banked money, and paid bills with checks, learning how to make and use all necessary business forms.

On pleasant days the children go out in groups with their teachers to study the various things in nature which will help them to understand what they read in their geographies and books of travel about similar things in other parts of the world.

I may say now that we are not very sure as to some forms of manual training which we are trying in our school, but I think we are all convinced that some form of garden work should be in at least two grades of every school. This year we have this work in three grades, the second, fourth and eighth.

The centre upon which the interest of the primary grades was, for a part of the year focused, was a play house. This was constructed in the manual training room at the Normal School, in such a manner as to contain the principal rooms of a house. The children made things with which to furnish this house. The pupils of the lower grades had been studying the homes of other children of other lands and comparing their own homes with these, noting striking

points of resemblance and difference in kind of house, the furnishings and the clothing, and making such inferences regarding the reasons for the variations as their age and experience enabled them to make.

The children of the first grade had been studying about Hiawatha and they compared their own home, the *Hyannis home*, with its furnishings, with the Indian home, and its simple but necessary utensils. They were delighted to compare their food and clothing with his, their games and nursery stories with those which Hiawatha was taught by old Nokomis. In a similer manner they had studied about the little Esquimo and his home life.

It is easy for the thoughtful person to see how such work as this appeals to the little child. The teacher is continually asking him to tell about things of which he knows from experience and which he delights to talk about, especially when he is asked to compare his own house with the snow house of the Esquimo boy or the tent of the Arab boy, or his leather shoes with the wooden shoes of the Dutch boy.

To those who understand children it is not surprising that they desire to represent those things about which they are enthusiastic in some other form than in words. They wish to do something with their hands, to draw, to paint, to cut out, to model in clay, to weave, to sew, and many other things. This natural demand, which may be seen in every normal child, we try to satisfy by allowing him to try to represent some of these things about which he is coming to know. This is where our industrial training comes in, as a means of expressing some ideas which the child already has, and of gaining more and clearer ideas.

As a teacher and as a superintendent of schools, I have been much interested in the introduction of nature work of the right kind into the schools, and have seen the wonder-

ful joy and inspiration which such work has brought into many schools where teachers and pupils have gone out together into the fields and have brought the spirit of the fields into the school-room.

Very early, too, I began to appreciate the value of having children make their own apparatus in school. I saw in the kindergarten and manual training schools how the children loved to be doing things. Gradually, but surely, I have come to my present belief that much of the education of our schools is not practical, because it is *unnatural* and *artificial*. We take the young child away from the fields and woods where he longs to be, and put him into a box which some of us have been trying to adorn and make into a gilded cage. Even here we are unwilling that he shall move about and exercise his young and growing muscles, but he must be trained to sit quietly in one place and in one position for the best hours of the day.

And yet, when you think of the child as you see him at home, in the field or on the street, full of *life*, of *activity*, which is a *part* of his *very life*, and of *joy* which is the *natural accompaniment* of the activities of the live American boy, and then think of him as you see him in the average school, you cannot but be impressed with the contrast. Out of school he was a veritable interrogation mark. In school the tables are turned and he must answer instead of ask questions. Out of school, from morning until night, he was the personification of perpetual motion. In school, if he obeys the rules of the school, he must sit quietly in his place.

Many thoughtful people are coming to see that our schools have not sufficiently recognized the real conditions of child development. That the best part of the education of our best people has been in the old New England home and not in the regulation school. That the conditions of

social life are demanding that the school shall do much of the work which was formerly done in the home. That the school can do much better work, even along traditional lines, if it will consider the child as he is, society as it is, the ways in which the children of the past have been most helped to develop into good, helpful citizenship, and introducing into the school some of these ways will base the other work of the school upon this.

The manual and industrial training which our fathers got on the farm, along the shore and on the sailing vessel was invaluable. Fortunate are the children who still have the same kind of opportunities for growth in their own homes. Few of our children, however, now receive any training at home which takes the place of that old-fashioned New England "bringing up." The school must, therefore, furnish the best possible substitute, along with such training in literature, history, science, art and kindred subjects as the best schools have been affording. The former furnishes the best kind of a foundation in personal experiences and the latter furnishes a superstructure which reaches out to the whole world, present, past and future.

Now it seems to me that the home should do all that it can for the child, then the school should take him, and, recognizing what the home has done and is doing, should build upon this, supplementing and rounding out each individual child, helping him to discover his own powers and to make the most of himself.

IX.

SONG.

Stars of the Summer Night.

BY THE SCHOOL CHORUS.

THE CHAIRMAN,—Ladies and Gentlemen, as one whose long and devoted service in the interests of our public schools has won our heartfelt gratitude, I am happy to call upon our fellow townsmen, Hon. FREDERICK D. ELY.

X.

ADDRESS.

HON. FREDERICK D. ELY.

MR. CHAIRMAN, LADIES AND GENTLEMEN:—I come here this afternoon to rejoice. Few in this town know as well as I what abundant cause for rejoicing we have. Ten years ago we had not one modern schoolhouse. Those buildings in which our schools were taught had, no doubt, been highly regarded in their day, but they had gone into

Second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans—everything.

Devoid of nearly every requirement for the health and comfort of the pupils, crowded far beyond their capacity by the increased number of children, the need of relief was immediate and imperative. When I remember these conditions, and the fear and trembling with which the School Committee brought them to the attention of a town always generous to its public schools, I cannot suppress a smile. I was then a member of the Committee. Many times we discussed the question with sad countenances and little courage. Finally it was suggested that it could do no harm, at the worst it would be no crime, to talk with citizens about a new Avery schoolhouse. The next morning I happened to meet Mr. James T. Clark as we left the train in Boston, and in a walk across the Common told him

the views of the School Committee, and asked him, if they met his approval, to lend a helping hand. He expressed himself as favorable to a new schoolhouse, and promptly brought it to the attention of citizens, both in the Avery and Oakdale sections. Mr. Charles F. Kimball and Mr. Charles J. Hurley vigorously supported the movement and gave it character and impetus. Thus Oakdale men had an active and influential part in the inception of a town enterprise that has at length given their section this commodious and excellently appointed schoolhouse. As soon as the town decided to build the new Avery schoolhouse, all that has followed was easily accomplished. New schoolhouses became fashionable. The defects in the old buildings were made more prominent and unendurable by comparison with the new. Probably the excellencies of the modern schoolhouse, its properties and appliances for insuring the safety, promoting the health and increasing the comfort of the pupils, had not been known to many parents until the object lesson was placed before their eyes. Then the necessity of such improvements was clear to the dullest mind, and action in town meeting was quickly and readily secured. The erection of the new Ames schoohouse closely followed that of the Avery, and the Oakdale that of the Ames. These three great buildings accommodate 85 per cent. of the primary and grammar pupils of the town. They are models of all that is best in modern school architecture. While it was not the intention of the town to lavish expense on what was merely ornamental, they present to the beholder a good degree of architectural beauty. They are thoroughly built of the best material. Their interior arrangements and appointments are complete and satisfactory. The expenditure has been large, but not burdensome to the resources of the town. Nearly one-third of the principal has already been paid, and the balance

with its constantly diminishing interest account will be liquidated in good time.

Therefore I say that I come to these dedicatory exercises with rejoicing and congratulations.

I know of no day more appropriate for the dedication of a public schoolhouse than the anniversary of the birthday of George Washington. He believed in education and emphasized his belief in his Farewell Address. In that memorable State Paper, after recounting with wonderfully prophetic vision the causes that might disturb the Union, he pronounced religion, morality and education the foundations on which the superstructure of our free institutions would most securely rest. The passage concerning education has been often quoted, but it cannot be too often called to mind. It is in the following words:—

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

As I interpret this counsel to the American people, it does not mean that every citizen should be a man of profound literary or scientific culture, but that he should have sufficient culture to comprehend and analyze, according to his ability, the great political issues of the hour, to see through the wiles of political demagogues, to winnow the chaff from the wheat, and support and enforce what is true and just and right in governmental concerns. It means knowledge suited to every class and every generation of men. But above all it teaches the truth that a man, unless he is endowed with exalted mental powers, will not acquire this knowledge, in and for himself; therefore, promote institutions for the general diffusion of knowledge. The thought was not original, but it acquired strength and permanence, as it was penned by the hand of Washington.

But are primary and grammar schools institutions of learning? Do they enlighten public opinion? Do these young ladies who teach and these little children who learn the alphabet and primer safeguard the nation's life, stay the hand of the destroyer, and lead the political forces of the country into paths of truth, honor and righteousness? Yes, beyond question. Here is the very headstone of the corner. Let the corner-stone be laid by a master workman, and the structure will be strong and sure. Let it be laid carelessly or without skill, and the building may be tumbling about our heads. Carlyle has said, "All that a university or final highest school can do for us is still but what the first school began doing—teach us to read." Yes, but the first school is much more than that. Teach the children to read? Why, of course. And to spell and to write and to construct sentences and to cipher. By all means let these fundamental branches be taught till they are as familiar as household words. But do not stop there. Let the child's mind at proper times be diverted to more pleasing themes. Teach his young mind to know and appreciate the history and the significance of that emblem of the Republic which floats above every schoolhouse—that glorious flag of freedom, at the sight of which on the scenic stage a Dedham audience lately rose to its feet with patriotic ardor. Teach him in simple story the soul-stirring inheritances of that flag. Tell him of the Pilgrims of Plymouth, how.

They shook the depths of the desert's gloom
With their hymns of lofty cheer.

How

Amidst the storm they sang;
And the stars heard and the sea!
And the sounding aisles of the dim woods rang
To the anthem of the free.

Tell him of the struggle for independence, of the Boston town meeting before which the Governor of the Province trembled, of Lexington and Concord, where the yeomanry put to flight the brave and disciplined British soldiery; of Bunker Hill, of Trenton, of Saratoga, of Yorktown, and all the rest that won our independence. Tell him of the march of the hardy settlers to our western territories, of the progress of invention, and of the development of industries in our favored land. Teach him something of the movement to make our country, in truth as well as in name, a land of freedom; and the story of the Civil War, and the high honor in which the men who saved the life of the nation by their valor and patriotism should be held. In a word open the minds of the children to an appreciation of the greatness and goodness of their country. Such instruction will cling to them as they increase in stature and years, and influence their lives and conduct when the duties of citizenship shall rest on their shoulders.

My words are not intended as an admonition to our school authorities or teachers. None is needed. The instruction I have tried to portray has long prevailed in our public schools. In the future, as in the past, may these lessons of patriotism be taught to every pupil, however young, so that he shall say in his heart, "This is my own, my native land"; or, if perchance his birth has been on a foreign shore, he shall say with equal fervor, "This is my own, my adopted land."

THE CHAIRMAN,—Ladies and Gentlemen, allow me to depart for a moment from the printed programme. More than forty years ago, a young man was engaged to teach in Dedham, where he made his first success. While a veteran in the cause of edu-

tion, he still preserves the vigor of youth, and a keen interest in our public schools. I am glad to bear testimony to his valuable services to this town, while a member of the School Committee. I will call upon MR. CHARLES F. KIMBALL.

XI.

ADDRESS.

CHARLES F. KIMBALL.

MR. CHAIRMAN, LADIES AND GENTLEMEN, MEMBERS OF THE COMMITTEE AND FRIENDS HERE:—I think a great deal of this part of the audience—(addressing the guests on the platform) parents, teachers, guests, boys and girls,—and the boys and girls, I think, are my friends, and I think they will listen, even dry as my paper may be.

I think, considering my gray hairs and the fact that I am, as they say, on the top shelf, that I ought to correct the Chairman, although I know his mistake is perfectly innocent and entirely excusable. I did commence teaching in Dedham forty years ago, but I commenced teaching in New Boston, New Hampshire, fifty-four years ago. The chairman says he stands corrected. I won't say that the other ten or fourteen years, whatever they may be, were successful; if this up here was my first successful teaching, that is all right.

Now, if I should happen to see that the boys and girls were growing restless, I might forget that I am no longer a teacher and say, “Class, attention!” But I am inclined to think they will listen to me, because we are good friends. I go in to see them and tell them a story once in awhile,

and I hope to again. I am glad I wrote a paper instead of trying to talk straight along without any notes, because I fear if I had, I should have kept you here till sunset. That I should not want to do.

I cannot tell you, friends, as I have been situated the last year, how much pleasure it gives me to come here before this intelligent audience. It seems as though the old days were coming back,—blessed days! As I used to say, I should be glad to teach till I was a hundred years old, and I would if I were well. But so it cannot be. As I say, I have written a paper, and I must not dwell upon these thoughts, because if I should talk much longer I should use more time than it would take to read the paper, and that you would not like. So I will proceed.

What's hallowed ground? Has earth a clod
Its maker meant not should be trod
By man, the image of his God, erect and free,
Unscourged by Superstition's rod, to bow the knee?

These familiar lines, it seems to me, afford a basis for some profitable thoughts, appropriate to this occasion. What's hallowed ground? Let Abraham Lincoln help us to answer this question. In his famous speech at Gettysburg occur these words:—

We cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far beyond our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

According to Lincoln, then, it was deeds, more than words, that dedicated, that hallowed, the resting-place of those who fell on this memorable battlefield. Taking this view of the question, it seems to me that after six months

of faithful, efficient work on the part of teachers and pupils, this stately edifice, with all its fine appointments, these ample and beautiful grounds, are dedicated already; and, while it makes very little difference what we say here,—what they have done here, what they are to do in the future, is of the utmost consequence.

May we not say, then, that these acres upon which this noble structure has been reared are to-day hallowed ground, dedicated to a work than which there can be no greater, the making of men and women. It means more than citizens, it means more than fathers and mothers, it means more than neighbors, it means more than voters,—it means men and women. Here is ample opportunity for a full and symmetrical development: the trees, the shrubs, the beautiful lawn, the flowers which our children will care for with their own hands, will appeal to their aesthetic nature, cultivating in them a refined and ennobling sense of the beautiful. The generous play-grounds are dedicated to that which in every boy and girl is to be approved and encouraged, the love of fun. Both physical and mental profit come from their sports and games. We hope the kitchen garden will prove a useful accessory. To plant a grain of corn and watch its development, “first the blade, then the ear, after that the full corn in the ear” is a potent educational process.

We dedicate our schoolhouses and our colleges, our churches, hospitals and asylums with dignified and elaborate ceremonies, and the ground upon which all these stand is hallowed ground.

But I must press on. Let us go abroad as far as the lightnings carry our messages over the land and under the sea, and behold the turrets and the towers, the domes and the spires that mark the spots which, to the people of other lands, are hallowed ground. We cannot doubt that the

temples and shrines of India and China, and the mosques of Turkey are as sincerely dedicated as the churches and cathedrals of Christendom.

But is there no other hallowed ground? To me the place of my birth is hallowed ground, and the little school-house of my boyhood days. Are not all of our homes to-day upon hallowed ground? If not we can make them so. And when the altruistic sentiments have taken full possession of human hearts, and we shall live "all for each, and each for all," the forges and the furnaces, the factories, counting-rooms, and the marts of trade will all stand upon hallowed ground. But what are the forces that shall bring about this grand consummation? Let the poet answer:—

"What's hallowed ground? 'Tis what gives birth
To sacred thoughts in souls of worth!
Peace! Independence! Truth! go forth
Earth's compass round;
And your high priesthood shall make earth
All hallowed ground!"

THE CHAIRMAN.—Ladies and Gentlemen, our fine public school system is under control of the laws made by our General Court, but I venture to say that no body of men has greater influence or power in elevating the standard of work in education and in shaping the destiny of the public schools than the State Board of Education. It is our good fortune to-day to have a member of that Board with us. It gives me great pleasure to introduce Mr. GEORGE I. ALDRICH.

XII.

ADDRESS.

GEORGE I. ALDRICH.

LADIES AND GENTLEMEN:—Some time ago, at a political meeting in Faneuil Hall, the exercises had been rather lengthy and the hour was growing late, when a local politician of some note was brought to the platform to address the meeting. He began with something of a flourish, “ladies and gentlemen,” when a voice was heard from the gallery, “Mike, we want to hear nothing from you but silence, and don little of that!” Being morally certain that your sentiments are a good deal like those of the owner of that voice, I propose to be extremely brief in what I shall have to say.

The dedication of a public school building by the public is a very interesting and suggestive event. To us Yankees who have grown up in and near the public school I fear its very significance is in considerable measure lost. We have heard that the public schools have flourished in Dedham for two hundred and fifty years, and so they have become almost like the air we breathe, like the light which enables us to get about, like numerous common blessings that we think almost nothing of because they are so very common. And so I suspect that we come together to dedicate a beautiful structure of this sort with a very inadequate appreciation of what it all means. It ought to suggest to us that there is at least one influence that counts for the uplift and for the unification of our social and civic life. As we look around we must be conscious of the influences that count for the lowering of tone in civic and social life; we must be conscious of influences that count for disintegration. Wherever there is sloth, wherever

there is shiftlessness, wherever there is ignorance, wherever there is cupidity, wherever there is vice of any sort, there you have an influence that tends to lower the community amid which you and I live. In matters of religion we divide along the lines of our various beliefs. In matters of polities we divide along the lines of various parties. And so it comes to be the fact that I recall no other possibility in which the entire American people can come together for the maintenance and support of a single issue except in the case of the public school. It is from every one according to his ability, to every one and for every one according to his need. The bachelor cannot say, "I have no children to be educated." The spinster cannot say, "I send no children to your schools." But the American public says to every man and every woman, "Whether you have no children, whether you have one chick, whether you have many children, you are all to contribute to this particular agency for the salvation of the Commonwealth." So we need to remember that here is a vastly interesting and significant occasion.

Then, again, we forget, and again we forget, because it is so common—we forget the tremendous burden of responsibility that is laid on the schools. Suppose the schools only were charged with the duty of educating the boys and girls who desired to be educated. Suppose that was all Mr. Joyce had to do in his good High School,—just to gather in the boys and girls of Dedham who want a secondary education. Suppose the colleges and universities in the country had nothing else to do except that, don't you see how immeasurably all the standards of our profession would go up? But we who work in the schools are dealing from day to day with young people who seem determined not to have an education if they can help it. We are dealing not with children who have some

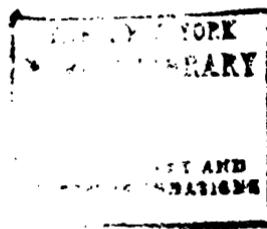
generations of culture behind them, but we are taking the very last child, will he, nill he, whether he inherits much, whether he inherits nothing, we bid them all come in,—and we thank God for that,— we bid them all come in, and we insist that each shall have an education. Now because that is so common a spectacle in American life we do not realize the immense burden of responsibility which the public school carries. Such a day as this is a fit occasion for remembering that fact.

Now I want to say just a word about the criticisms which are so generously, bountifully showered on the public schools. No sensible person resents criticism, however searching, which is kindly and well meant. But did it ever occur to you that the people who rush into the newspapers over the signature of "Parent" and "Taxpayer" and "Pro Bono Publico," instead of going to the Chairman of the School Committee or to the Superintendent of Schools or to the teacher and pointing out his grievance,—did it ever occur to you that these people are vastly more interested in airing their grievances than they are in promoting a public cause? The criticisms which are showered upon the schools are in part well founded, just, fair, and in part they are not. And I think this day is a suitable day for you and me, being gathered here, to draw the line between criticism of the one sort and criticism of the other. It is observed, for instance, that the boys and girls of to-day do not read Washington Irving very much; that they do not read Thackeray; that they do not read Dickens, perchance, and the schools are at once held responsible for that shortcoming. The schools, of course, have their fair measure of responsibility for that result. But tell me how many of the fathers and mothers of to-day, the uncles and aunts, read Washington Irving, or even read Thackeray, or even read Dickens?

Again, the widespread and lamentable ignorance of young people in regard to the Bible, in regard to the scriptural allusions, is much commented upon, and the schools are savagely assailed oftentimes because of this fact. We forget that it is not the primary business of the public schools to give young people a knowledge of the Bible. That is the business primarily of the home and of the Sunday School, and only incidentally the business of the public school. And so the school is not an agency that is to be criticised because the boys and girls are woefully ignorant of sacred things.

So we need, I think, to distinguish between that criticism which is fair, that which is justified by facts, that which is justified by the true functions of the public school, in distinction from other educational agencies, like the Church, the Sunday School, the family and civil society. We need to make that distinction.

Now once more, the one topic which was suggested to me as perhaps calling for a word was this. If commercial people, the manufacturers, the managers of a railroad were possessed of a plant involving the expenditure which this beautiful building, furnishings and ground have involved, they would be fairly appalled at the idea that the plant was to be idle one quarter of the time. And so it was suggested that a word might properly be said in regard to the more general utilization of such a school plant as this during a large part of the time. Every observant person knows how much is going on in this direction. The colleges and universities throughout the country are quite generally adopting summer sessions, so that they may utilize their plants during July, August, and the early part of September. Chicago University has gone a step further and has made a radical departure from the old academic year, and now its year is organized in four





ASSEMBLY HALL, OAKDALE SCHOOL-HOUSE.

quarters, and any student in attendance at Chicago University may attend all four quarters if he is physically able, or he may choose three out of them. The fine work that has been done in Boston about the neighborhood centres, the educational centres, is doubtless known to you all, and the question which comes home, of course, to this community is a practical one. What can be done outside of the thirty-eight or forty weeks of the school year so that this plant, which perhaps involves, roughly speaking, \$75,000, land, building, furnishings,—what can be done to make this yield a very large measure of return?

Well, now, our good sense tells us, of course, that in an attempt to solve a problem of this sort we must have regard to local conditions. It would be absurd to try to have done in East Dedham what is done in the great centres of the lower East Side of New York, because the needs of East Dedham are not the needs of the lower East Side of New York. It would be absurd to try here what is done in the North End of Boston, because the needs here are very different. But I venture to say that if there can be some intelligent study of the situation, the New England schoolhouse can be made a centre in the community about which all parties can rally. Each community has its own need, and the school building, the property of all, can be used for all in the most beneficial ways. Here is a beautiful hall; how much could be done for this neighborhood,—for the rational enjoyment of this neighborhood,—if there were organized for instance a series of evening lectures, ten or a dozen to be given here in the course of the season, of a very popular sort,—I should think many of them might well be illustrated by the lantern,—where people come and remain not with a sense of weariness, a sense of being bored, but go away as they have remained, with the genuine feeling that the hour or two has been well

spent. This building will be peculiarly well fitted for the work of a vacation school, with the adjuncts here, about which we have heard so much; a vacation school which will differ sufficiently in character from the work of the academic year so that the boys and girls will not turn away with impatience, but so they will approach it gladly, realizing that it is to be quite different from that which has been going on during their regular school year. Very much, then, can be done, whatever the community, if solid good sense is used in the management of the attempt to supplement, to broaden the work of the school year.

Now the last word I venture to say is this. It is not half so important in an American community that we dedicate a school building as that we dedicate ourselves. We whine in the press, we whine at our social gatherings, in regard to a lot of evils that beset us. Some of them are political, some of them are social, some of them are educational; but whining never will remove any of those difficulties. It is only as we take hold all together with a strong hand and resolve that quietly some of the evils shall disappear, that good results are accomplished. Now in America the people carry on the people's schools, and we learn a great deal by our blunderings,—and there is a little comfort in that,—there is no other way in which educational institutions can be bettered. Speaking very crudely, each community in America has just as good schools as it insists on having, and, conversely, it has to tolerate just as poor schools as it will accept. The peculiar excellencies to be found in the schools will be the excellencies which the people have come to value. And so what I want to say as the last word is this,—that whether we have children in the schools or not, there is no man or woman who aspires to the name of a good American citizen who can escape a certain measure of obligation to the public school where he

lives. It is not much to have one's mouth full of noble sentiments in regard to the educational questions in general, but the question comes right home to you and me,—what are we ready to do for the school that stands nearest to our doors? And so, while it is a good thing to dedicate a public schoolhouse, it is a far better thing, a thousand times better thing, to dedicate ourselves in that very sensible and homely and effective way to the interests of public education where we live.

THE CHAIRMAN,—I am sorry to say that Professor Hanus is detained at home on account of sickness. For some time, the School Committee have been considering the advisability of introducing into the High School a course in domestic science, or household economy. It is our pleasure to-day to have with us the Principal of the State Normal School at Framingham, who is particularly interested in that subject, and who has a course in his school in which he is training teachers to go into the public schools to show what can be done. I am happy to introduce Mr. HENRY WHITTEMORE.

XIII.

ADDRESS.

HENRY WHITTEMORE.

LADIES AND GENTLEMEN:—Sometimes when a distinguished congressman has written a speech that nobody wants to hear he asks permission to “report in print,” and if I had a speech prepared I should ask permission to do the same thing. I did not expect to take any part in the exercises this afternoon, coming to visit my friend, Mr. Hine, but sometimes we are pressed into service.

I am very much interested in this town, because I have in my school two young ladies from Dedham, and scattered through this goodly town I have three or four graduates of Framingham Normal School who are trying, I hope, to do good work in your schools. Mr. Tuttle, the Chairman, has asked me to say a word in regard to this course, and I will be very brief. We have a distinct course in the Framingham Normal School which we call the Course in Household Arts. You can call it what you please. We have different names. Sometimes that school is called a school of domestic science. This school or department is distinct entirely from the regular normal school. It is a two years' course and students enter under the same conditions as entering any normal school, by the examination prescribed by the State Board of Education. We have, I think, particular facilities at the school at Framingham for teaching domestic science. By the way, I want to say that it isn't any fancy work; it isn't any fancy cooking; it is straightforward, homely cooking, such as children carry back into their homes. Some people have a queer notion in regard to such an institution that the idea mainly is to have fancy dishes. With us it is nothing of the sort. We cook all homely things. During their senior year the young ladies have instruction in sickroom cookery. A week ago last Thursday it was my pleasure to examine, as part of the work of the senior class, twelve trays set for the sick room. I am not much of a judge of such things, although recently I have been compelled to employ a nurse; but the lady in charge said that I did pretty well for a man. I thought it was quite a compliment. In addition to this regular instruction in cookery the young ladies are required to do a certain amount of practical work in the kitchens and our two dormitories, in which we have about 100 persons, counting the students, the help and

some of the teachers. This is practical education. Our graduates are scattered all over the country, and engaged in all sorts and phases of cooking. I received a letter this morning from a young lady who has charge of an institution called Eden, about ten miles from Philadelphia. She said that she had had charge of the kitchen and of the help, and that the instruction that she had received at Framingham was of very great benefit to her, because it was of the same sort and kind.

If it is not a positive education which our girls can get in the kitchen and dormitory connected with the Framingham Normal School, there is, as you ladies know, a great deal of the negative phase, which it is very important to consider. For instance, how not to cook potatoes; not to peal them in the morning and put them in a kettle and let them soak all day,—that is a thing not to do, according to the methods of instruction which we have. During the senior year the young ladies have charge of classes made up of the young girls of the town. All girls in Framingham in the eighth and ninth grades have the opportunity to come to the school for instruction, and they come in classes once a week. And then in the practice school connected with our own school we also take the girls from a portion of the seventh grade. We also have six classes made up of students in the High School. This is our training school, or as we call it, our practice school, and in this particular our students, we believe, have a very decided advantage over those of any other school of the kind in the country, in that they have sympathetic instruction and that they themselves teach during the entire school year.

This, in brief, is what we are doing in Framingham. Our graduates do all sorts and kinds of work in connection with teaching. They are prepared to teach cooking in high schools. Last week one of our graduates, who had

charge of a certain portion of the work in the high schools in Boston, was called upon to inaugurate the work in the Boston Normal School. Some of our graduates are connected with hospitals. The lady in charge of the nurses' work in the McLean Asylum is a graduate of our school. Others are in universities. We sent a girl who graduated last year to be an assistant in the University of Kansas at a salary of \$900. We have them all through New England. A graduate of last year's class is teaching cooking in the American School for the Deaf and Dumb in Hartford.

I should be very glad indeed to have any of you ladies visit our school at any time and see for yourselves what we are accomplishing. I believe that cooking is of more consequence than school gardening. I believe that proper cooking is the centre of our civilization, and if there is any reformation that we need, if we need to go back to first principles, if we need to renew our youth as a people, to get back to those principles and realize that Arcadia that Mr. Smith spoke of, where we can do our own cooking and know what good cooking is, I believe that we ought to teach cooking in every public school in the State of Massachusetts.

THE CHAIRMAN.—Ladies and Gentlemen, I have the pleasure next of introducing a man who in his official capacity is rendering valuable service to our town, Mr. J. VARNUM ABBOTT.

XIV.

ADDRESS.

J. VARNUM ABBOTT.

MR. CHAIRMAN, GENTLEMEN AND FELLOW CITIZENS:—
The Chairman has said that I have done something in my

official capacity. I have learned to be humane as Chairman of the Board of Overseers of the Poor, and I am going to exercise a little of my humanity upon this audience. Certainly it is a very unfortunate position to place a man in after the time has been taken up to the limit and some have left the hall, to introduce me as a speaker.

I am a firm believer in mental telegraphy. The gentleman who spoke second, preceding me, used almost the very language that I intended to use, and I was going to appeal to my friend Judge Ely to corroborate my statement, and I was going to say to the stenographer that while he had not had much to do this afternoon, I would give him some work. I did not come here prepared with any paper, and as has been said, it is a common practice in Congress, when a member is unable to write a speech, or to deliver one, for him to employ somebody to write a good speech for him and have it printed in the Congressional Record. Now I can vouch for the ability of any man who has been sent out to report. The reporters are naturally the smartest fellows that you can find. They are selected as secretaries of the presidents, of the governors; they are sent to foreign countries to represent this country; and I am going to leave it for the stenographer here to write a good speech for me, and I will be satisfied.

This is a day of evolution. We hear of it everywhere. I don't mean the kind of evolution of the Darwinian theory, which the man was thinking of as he said to his friend, "Does it seem possible that our ancestors sprung from a race of baboons?" "Well," was the reply, "that may be, in your case, but not in mine."

It gives me great pleasure to be present on this occasion; and to be invited to sit on this platform is sufficient honor for me. The distinguished guests that are here this afternoon have interested you. They have told you the

stories ; they have said perhaps all that is necessary to be said. I am reminded in looking over into the alcove there and seeing our town fathers, of an attempt that was made to get them here about twenty-eight years ago. We were to have a picnic on this very ground, and we thought, in order to give it tone, we would invite the Selectmen. So we sent them a very cordial written invitation, and they never so much as acknowledged it. We did not even have the courtesy of a reply. I notice that when the Selectmen of to-day are invited to come here to Oakdale, they respond, and I am pleased to see them. I want you all to know that they are here, and that is the reason I call your special attention to it.

I don't know that there is anything that I can say that will add to the interest of this occasion. I only want to say that for all time you have made the surroundings,—or at least, directly across the street from my place,—secure. I have often thought when I have seen this land lying here idle, growing up to bushes, that some time it would be cut up into little house lots and I did not know whom I was going to have for neighbors. You know when we came here thirty or thirty-two years ago we knew just who our neighbors were going to be. The land was developed by an association which was formed in Boston, and we had fifty members,—they did not all come here. But I am one of the pioneers of Oakdale, and when we came here there was not a house in sight, except the Sweeney and Ross place and the old Whiting house. There was an attempt made to sell liquor here when Oakdale was first started, and if you want to know how the Oakdale people will treat any one who wants to keep a kitchen barroom, I could illustrate it to you, but I am not going to now. The first attempt was so thoroughly broken up that nothing of the kind was ever tried in this section again.

PLANTING PLAN

OAKDALE SCHOOL

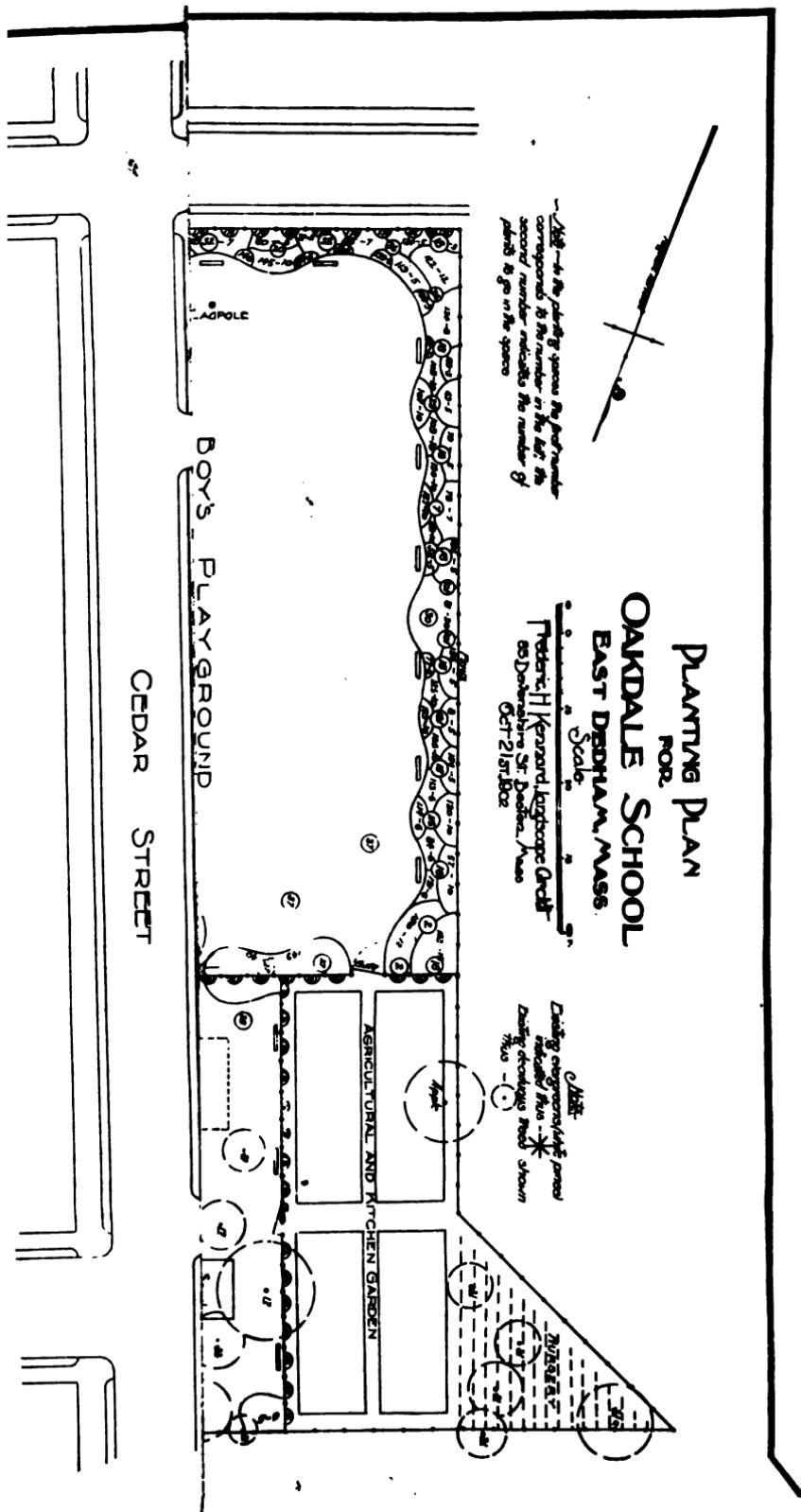
EAST DEDHAM, MASS.

Digitized by srujanika@gmail.com

Peter H. Keweenaw Landscape Arch
as Dorkenbach St. Peter, Mo.
Oct 21st 1882

C. M. H.
During overgrown late period
noticed this - 
During stockings road storm

BOYS' PLAYGROUND



1000 FORMS

This is an appropriate place to put on record the credit for the work which brought about the building of this splendid schoolhouse. The suggestion from which the movement took its start was contained in the following passage in Judge Ely's report as Chairman of the School Committee in 1899 :—

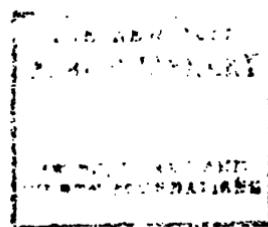
Three-fourths of the children in the public schools have now excellent school buildings. One-half of the others have satisfactory school buildings. This leaves to be mentioned the Oakdale schoolhouse. It is not, and cannot be made, satisfactory. It can only be made to serve its present use by transferring a part of the Oakdale children to the Avery school. The rooms are small, the light is insufficient, the ventilation — there is no ventilation. In justice to the people of Oakdale a new schoolhouse should be erected there in the near future. Not only so, but it will soon become necessary to take some action to relieve the crowded condition of the Avery Schoolhouse. Either the reading room must be used exclusively for school purposes, or an extension or enlargement of the building must be made, or a suitable building erected in Oakdale to accommodate all the Oakdale children, and many of those on the border line between the Oakdale and Avery Schools. Preliminary to the building of a new Oakdale Schoolhouse, it will be necessary to select a new location for it. The lot is manifestly unfit, both in size and position. So far as the Committee are informed, everybody is opposed to placing the new building on the old lot. The selection of a new lot is a serious matter, and one that should be carefully and dispassionately considered. More than once a quarrel over competing locations has retarded for several years the erection of a much-needed schoolhouse. It is to be hoped that the Town will not again stumble over such a projecting stone. But, acting in the best of temper, the location of this schoolhouse is one on which men may well differ. When the majority decide, let us all acquiesce. It is mainly a question for the people of Oakdale. In the opinion of the Committee, the Town should erect a schoolhouse at Oakdale of the proportions of the Avery School

house. These two schoolhouses, with the Quincy, will not afford too great accommodation for the pupils of East Dedham in the immediate future.

Acting on the stimulus of this suggestion, the Oakdale Club, of which I was then President, at once took action to bring about the selection of a suitable lot. A committee was appointed, consisting of James T. Clark, the President, and Thomas F. Brennan, to consider the question, and a public meeting was afterward held and the committee enlarged. A careful examination was made of all the lots that were brought to our attention, and it seemed to us that the Paul lot was the only one that met all the requirements, and the Committee accordingly reported unanimously in favor of its selection. Unfortunately, the ensuing town meeting refused to adopt the recommendation and action was deferred for a year. At the next annual town meeting, however, the action of the Committee was endorsed by the town, and no one regrets the final decision.

I don't want to take up any more of your time; I only want to thank you for your courtesy to the preceding speakers, and to thank you for attending this dedication to-day. The weather conditions were such that it seemed almost impossible that we should have anybody here. But we have a goodly attendance, and had it been a pleasant day, this hall would have been packed. I thank you for your attention.

THE CHAIRMAN,—Ladies and Gentlemen, we forbear to close these exercises without listening to a word from the Principal of the Oakdale School, and it gives me great pleasure to introduce Mr. ALTON C. CHURBUCK.



KINDERGARTEN, OAKDALE SCHOOL-HOUSE.



XV.

ADDRESS.

ALTON C. CHURBUCK,
PRINCIPAL OF THE SCHOOL.

LADIES AND GENTLEMEN:—I deem it a great honor to be elected a teacher and the first Principal of the new Oakdale School.

We know ourselves that it is a beautiful place, but we also learn from others, from those who have visited our school, that ours is one of the best and most tastefully planned of any school grounds in the country. The shrubbery bordering the grounds and building, the finely laid-out lawns, walks, and play grounds, and the gardens, all tend to make this a spot of which we might well be proud. The building, itself, is beautiful in its dignified exterior, and in its interior decorations, appointments, and conveniences. The true worth of anything is found by making use of it. During the six months we have occupied the building, we have found only a few slight things which we wished were different, but our word of dissent is lost in our words of approbation of the manifold advantages which this fine modern building gives to us all, teachers and pupils. The surroundings and the beautifully tinted walls lend an interest to our work which makes it a real pleasure.

It is our intention, this spring, to make use of the splendid opportunities offered us, by the gardens and the nursery, to bring the boys and girls into closer relationship with nature, to interest them in the study of flowers, and to stimulate them with the desire to improve, where possible, their surroundings at home.

Would that we might make this a real local centre in which to meet in social and business relations of local interest. The reading-room, equipped with all the first-class magazines, newspapers, and reference books, which is much appreciated by all who use it, fosters this centre spirit to a large extent, and it is certainly food for thought for us all, how we can further develop it.

As Principal, in behalf of the teachers, I wish to express our appreciation of your loyal support and interest in the school, which you so recently have shown in a substantial way, and for your encouraging words which come to us.

As a closing word I would urge you to co-operate with us in our work even more than you have. No labors can so well go along side by side, and none with a greater purpose in view,—the upbuilding of men and women,—than those of the parents and teachers. We urge you to visit us in our classes so that you may more clearly understand what we are doing, and how we can assist each other in the work we are both striving to do.

THE CHAIRMAN,—Ladies and Gentlemen, I want to call your attention to the beautiful picture of Lincoln Cathedral, hanging on the wall, the gift of Mr. Charles F. Haak, a resident of Oakdale, whose example, I trust, will be followed by parents and citizens in beautifying the walls of this building. Another gift I wish to mention is that made by Mr. Charles H. Shriver, of twenty pictures, which now adorn the walls of the various rooms. Early in February this hall was used two evenings in giving entertainments, from which the sum of \$222 was realized. Out of this amount a curtain has been supplied for the stage; \$50 will be applied to the purchase of a fine set of standard

works for the Branch Library, and \$154 will be used to purchase pictures and casts for this building, to be selected with a view to their highest usefulness to the school. Our hearty appreciation and thanks are given to Miss Grace Joy White, Miss Florence R. Abbott and all who assisted in bringing about such a fine result. Not only were courage and public interest displayed in carrying out the enterprise, but in a happy manner the efforts of the people of Oakdale were united for a most praiseworthy object. I believe this hall will never find a better use, for nothing can be more appropriate than to have it used by citizens in connection with the work of the public schools.

XVI.

AMERICA.

BY THE AUDIENCE AND SCHOOL.



100 x 100

